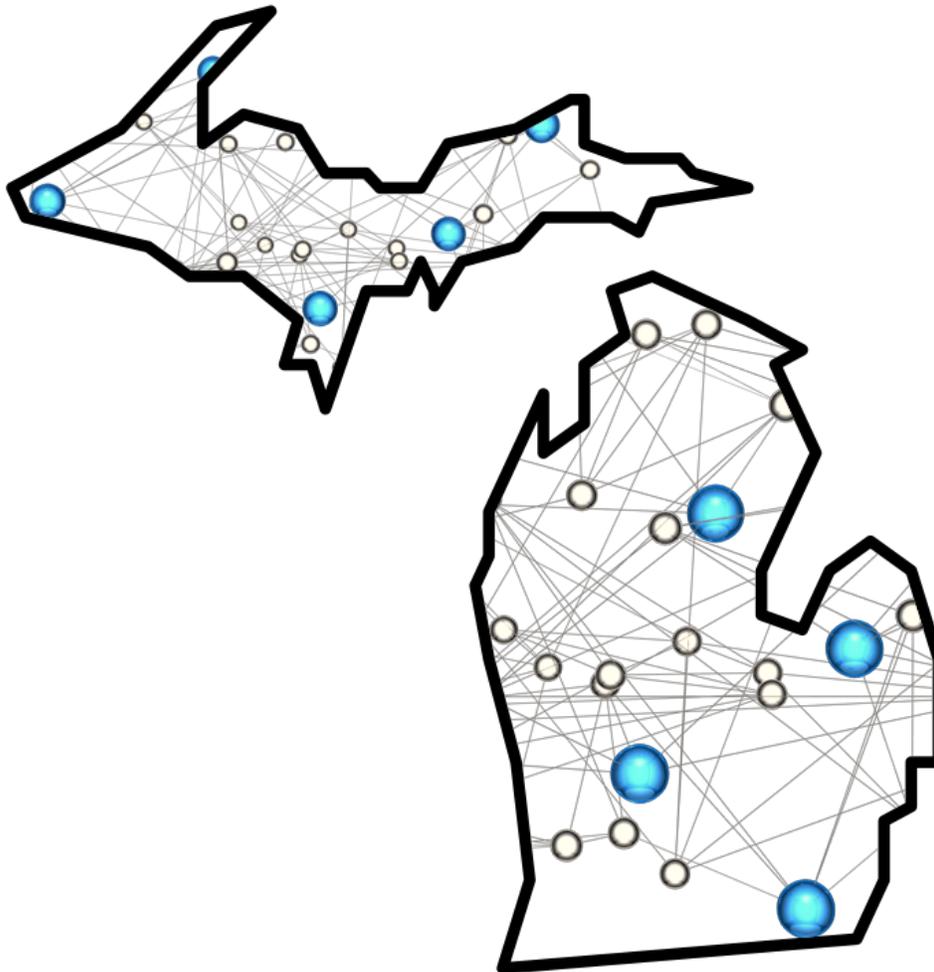




STATE SYSTEMIC IMPROVEMENT PLAN



PART B • PHASE I

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Acronyms

APR	Annual Performance Report
BOQ	Benchmarks of Quality
CBM	Curriculum Based Measures
CEPI	Center for Educational Performance and Information
CIV	Continuous Improvement Verification
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
EPI	Educator Preparation Institution
ESEA	<i>Elementary and Secondary Education Act</i>
GEMS	Grant Electronic Monitoring System
GSRP	Great Start Readiness Program
IEP	Individualized Education Program
ISD	Intermediate School District
K	Kindergarten
LEA	Local Education Agency
MEAP	Michigan Educational Assessment Program
MiBLSi	Michigan's Integrated Behavior and Learning Support Initiative
MDE	Michigan Department of Education
MEGS	Michigan Electronic Grants System
MME	Michigan Merit Examination
MSDS	Michigan Student Data System
M-STEP	Michigan Student Test of Educational Progress
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
NRP	National Reading Panel
OEII	Office of Education Improvement and Innovation
OGS	Office of Great Start
OSE	Office of Special Education
OFS	Office of Field Services
OSEP	Office of Special Education Programs
PBIS	Positive Behavioral Intervention & Supports
PD	Professional Development
PSA	Public School Academy
RCPS	Rapid-Cycle Problem Solving
RRCP	Regional Resource Center Program
SBE	State Board of Education
SEAC	Special Education Advisory Committee
SISEP	State Implementation & Scaling-up of Evidence-based Practices
SPP	State Performance Plan
S-iMR	State-identified Measurable Result
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
TA	Technical Assistance
USED	United States Department of Education

Reader's Note: "Local districts" will be referenced throughout this report. When this phrase is used it is intended to include both ISDs and LEAs.

Michigan's Vision for the State Systemic Improvement Plan

"All organizations are designed, intentionally or unwittingly, to achieve precisely the results they get."

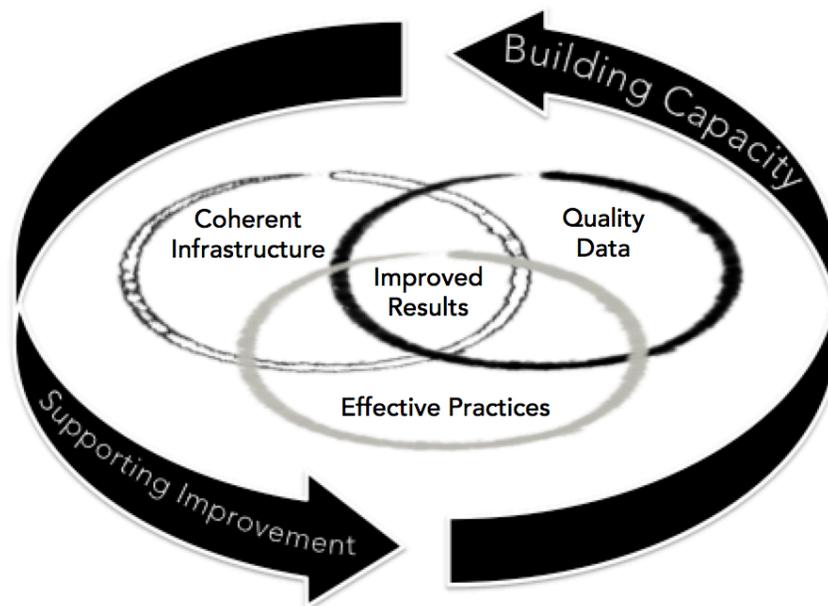
-R. Spencer Darling (2004)

Systems Change

Michigan Department of Education (MDE) has embraced the State Systemic Improvement Plan (SSIP) process as an opportunity to reorient the department toward supporting local capacity to improve outcomes for all students. Analyses conducted to date indicate the focus in Michigan cannot solely be on understanding and improving student performance around a single outcome. The SSIP provides the framework for articulating a comprehensive, six-year plan that coordinates resources and aligns initiatives across the department to ensure a focused effort on improvement at all levels of the system.

The conceptual framework Michigan is using for the development of the SSIP was adapted from the United States Department of Education (USED), Office of Special Education Programs (OSEP). This framework summarizes both the work that needs to be done (creating a coherent infrastructure, defining and disseminating effective practices, collecting quality data), and the outcomes that are expected (improved results, increased capacity, and improvement across the system).

Figure 1: Conceptual Framework for Building Capacity to Improve Results for Students



This report summarizes significant analyses of both data and infrastructure. It proposes the MDE's approach to redefine how the state identifies needs and leverages resources in a tiered model to build the capacity of local districts. Importantly, this report is inclusive of the current thinking from a broad array of partners and stakeholders about how to improve the system, from students and teachers to district administrators and state officials.

The shift toward results and improved outcomes for students represents a significant change in role for the MDE. Traditionally, the MDE has functioned as a regulatory department that organized staff by federal program requirement with limited cross-office collaboration. This lack of state-level alignment within the MDE has resulted in a lack of coherence and conflicting expectations, systems, and improvement activities for local districts. Through the development and implementation of the SSIP, offices within the MDE will improve collaboration and approach district improvement in a systemic way.

Improvement Plan for MDE

Throughout this report there are regular references to broader education efforts beyond special education. This reflects the changes in belief and culture at the MDE. While the MDE will continue to address compliance related issues, there will be an increased commitment to focus on improved student results. Students with an individualized education program (IEP) need a high-quality general education environment in order to succeed. Special education can provide effective support services; however, this is in combination with a general education environment that successfully addresses various needs of all learners through a differentiated response system.

To this end, this is NOT a special education plan. The SSIP is being integrated into other MDE initiatives and plans, including the *Elementary and Secondary Education Act (ESEA)* Flexibility Renewal Application and emerging statewide work on early literacy. The goal is that MDE as a whole provide local districts with clear, consistent expectations, aligned efforts, and coordinated and tiered improvement activities and resources.

The MDE recognizes the work that must be done to significantly improve outcomes for Michigan students from Detroit to Iron Mountain. At every step in this process, the focus has been constant. The state education agency must support local districts through a coordinated system in an effort to improve outcomes for all students in Michigan.

Michigan's Approach to Developing the SSIP

The Office of Special Education (OSE) led the development of Michigan's SSIP. Two individuals were named "SSIP Leads" and they established an SSIP Development Team to broaden perspectives and foster shared ownership of the analysis process. Michigan's SSIP Leads are staff external to the department. This approach helped OSE think differently about the effort and prevented the SSIP Development Team from being limited by traditional bureaucratic thinking and incorporating a more diverse perspective.

Team Structures

The SSIP Development Team included personnel internal to the MDE from other offices, including the Office of Field Services (OFS), the Office of Education Improvement and Innovation (OEII), and the Office of Evaluation, Strategic Research and Accountability (OESRA). This deep representation from across the MDE ensured that the strategies here can, and will, be implemented.

The SSIP Development Team also included personnel external to the MDE, including members with expertise in systems development, frameworks of tiered support, and implementation science. In addition, an SSIP Data Team was established to assist the SSIP Development Team throughout the analysis.

SSIP Development Team consisted of the following:

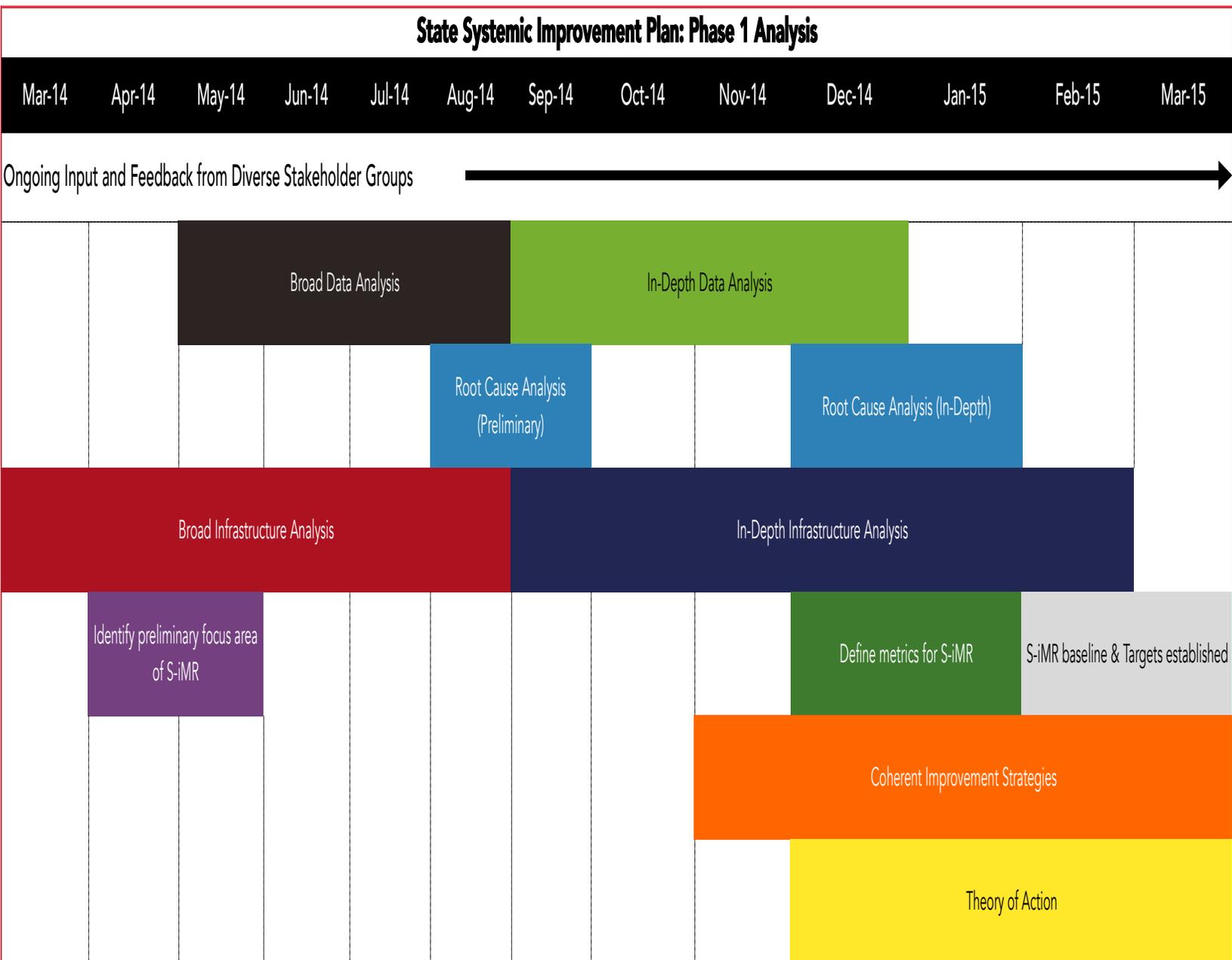
Teri Johnson Chapman	Director – MDE Office of Special Education
Jeff Diedrich	SSIP Lead
Sean Hennika	Project Manager - MDE
Andrew Henry	Systems & Data
Jennifer Huisken LaPointe	SSIP Lead
Steve Goodman	Implementation Science & Tiered Frameworks of Support
Mike Radke	Director – MDE Office of Field Services (Title Programs)

Co-construction of Phase I

Throughout the Phase I work, the SSIP Leads established regular opportunities for input and feedback regarding analysis, S-iMR selection, and the development of strategies.

- Monthly SEAC conversations (beginning in fall, 2014)
- Monthly meetings with Part C SSIP Lead
- Bi-Monthly MDE Leadership Meetings with SSIP as a standing agenda item
- Bi-monthly SSIP Development Team meetings (4-hour sessions)
- Weekly SSIP Data Team meetings throughout summer & fall, 2014
- Weekly OSE Administrative Team Meeting with SSIP as a standing agenda item

Figure 2: SSIP Phase I Development Timeline



Component #1: Data Analysis

Over the past three years, Michigan has engaged in an iterative data discovery and analysis process. This intensive look at student performance began when the OSE prepared for the OSEP Continuous Improvement Verification (CIV) visit in 2011 and continues as part of the MDE's ongoing work.

The SSIP Data Team, building on the work from 2011, conducted analysis under the direction of the SSIP Development Team. This analysis has been extremely iterative, with one analysis informing the next.

Overall, the data analysis, both broad and in-depth, supports the following conclusions:

- There is an urgency and magnitude related to student performance that needs to be addressed
 - The time it will take to obtain 85% state proficiency target will take years, not months given the current rate of improvement
- Current rates of reading proficiency are not associated or particular to any one group of students in Michigan
 - Variations in performance have been observed across all student groups and all regions of state
- Prior proficiency is the best predictor of future proficiency
- Tiered frameworks of support appear to have a positive impact on reading proficiency when implemented with fidelity
- State assessment results are necessary, but not sufficient as measures for reading proficiency
- The lack of adequate infrastructure to deliver technical assistance was identified through root cause analysis to be deepest contributing factor for low performance in reading in Michigan

1(a) A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other data as applicable to determine the S-iMR and the root causes contributing to low performance.

OSEP will consider the extent to which:

- *The State engaged in a systematic process to select, identify, and analyze existing data, including how the State conducted a broad and a more focused data analysis;*
- *The State used multiple data sources in its data analysis to identify root causes contributing to low performance.*

SELECTING FOCUS AREA FOR BROAD ANALYSIS

The first step in the analysis process was to look comprehensively across student performance data, including all current SPP/APR indicator data. In order to determine a starting point for broad analysis, the SSIP Development Team sent a brief survey to 70 individuals working directly for the OSE as well as those working on behalf of OSE (including OSE IDEA Grant Funded Initiatives).

Respondents were asked to identify an outcome area they believe drove student performance across other indicators. The team received 50 responses, 43 of which provided a student outcome the state could consider for further analysis to assist in the selection of a S-iMR. Reading proficiency ranked highest in comparison to other student outcomes identified.

Figure 3: Survey Results

Student Result/Outcome	Rank
Reading Proficiency	1
Math Proficiency	2
Writing Proficiency	3
Graduation	4
Science Proficiency	5
Suspension/Expulsion	5

IDENTIFYING AVAILABLE DATA SOURCES

The SSIP Data Team’s first task was to identify the data sources that were available for a thorough analysis. State Performance Plan (SPP)/Annual Performance Report (APR) indicator data and 618 data were readily available for analysis. Secondly, the SSIP Data Team identified data from various OSE IDEA Grant Funded Initiatives (see Appendix A for descriptions).

Additionally, data publically available through the State of Michigan's MI School Data website (mischooldata.org) were gathered to round out the available data for understanding program participation, demographics, and outcomes as measured by the Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME), and MEAP-Access. MEAP-Access is an alternate assessment based on modified achievement standards designed for students who have access to grade-level instruction, yet struggle to become proficient in the academic content areas of reading, writing and mathematics in the same timeframe as their peers.

MI-Access, an additional statewide assessment, is Michigan's alternate assessment designed for students with cognitive impairment whose IEP (Individualized Educational Program) Team has determined that [General Assessments](#), even with accommodations, are not appropriate. For comparability purposes of this analysis, results of MI-Access were not included, as students are not assessed on the same standards.

With these data sets in hand, the data group was prepared for its second task – looking broadly at the data to provide direction for subsequent, focused data analysis efforts.

BROAD DATA ANALYSES

Approach to the Analysis

As a result of the stakeholder survey referenced above, the SSIP Data Team began to analyze state assessment reading proficiency data. The team focused on reading results for students with an IEP and other subgroups on state assessment (MEAP/MME and MEAP-Access).

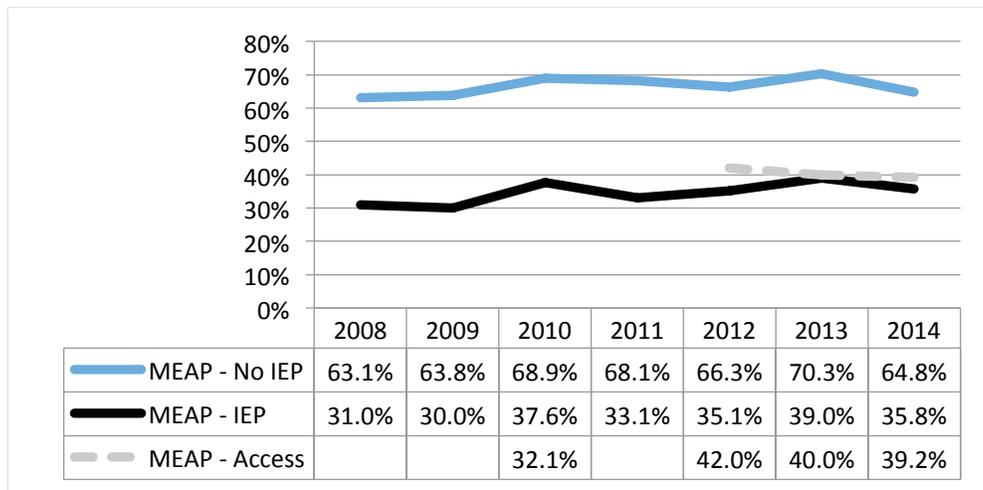
The initial analysis was meant to be descriptive of the status of reading outcomes and to establish meaningful comparison groups to guide the “deep dive” data analysis required in the subsequent focused analysis. The SSIP Data Team approached the reading proficiency analysis with two specific goals:

- Compare the performance of Michigan's students with IEP in grades 3, 5, 8, and 11 for reading as measured by the MEAP/MME and MEAP-Access with their general education peers for the past five years
- Report the performance of students with IEP for reading as measured by the MEAP/MME and MEAP Access disaggregated by the following: Economically Disadvantaged, race, gender, National Center for Education Statistics (NCES) locales, disability category, and English language learners

Overall Proficiency Analysis

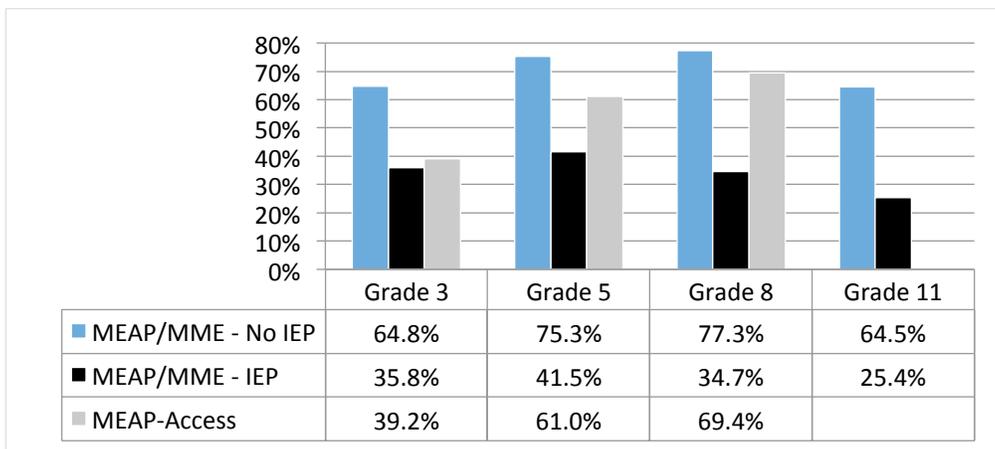
According to the National Assessment of Educational Progress (NAEP), Michigan general education students consistently underperform their peers across the nation. According to the MEAP and MME data, students with an IEP consistently underperform when compared to their general education peers.

Figure 4: Third Grade Reading Proficiency Trends 2008 - 2014



As seen in Figure 4, there are significant, persistent gaps in student performance when comparing results on the third-grade MEAP reading assessment for students with and without IEPs. According to Figure 5, the average gap in reading as of 2014 is 36.125 percent across grades 3, 5, 8, and 11. When factoring in results on the MEAP-Access (not administered in grade 11), a sizeable gap remains when comparing students with an IEP against those without an IEP.

Figure 5: Reading Proficiency by Grade and Assessment in 2013-2014.



To illustrate the subgroup differences, the SSIP Data Team, and more specifically the MDE Office of Field Services (Title programs), produced Figure 6 to demonstrate the number of years it will take for the identified subgroups at a particular grade level to attain 85 percent proficiency on the state assessment in reading based on the current rate of growth/improvement. Figure 6 illustrates the need for a coordinated, aligned system. Student outcomes will only improve through a shared ownership of the problem and co-construction of the solutions across all of MDE and with its P-20¹ partners.

¹ "P-20" refers to education and training at all levels from prenatal through postsecondary education, and workforce training.

Figure 6: Student Proficiency Rates and Years to Attain 85 Percent Proficiency

3 rd Grade Reading Proficiency				
Group	2008-9	2013-14	Avg Change/yr	Number of years to 85%
All	58.9	61.3	+0.48	49.38
African American	38.3	37.3	-0.2	??
Hispanic of Any Race	41.8	46.9	+1.02	37.35
Economically Disadvantaged	44.4	47.9	+0.7	53
English Learners	32.6	37.2	+0.92	51.96
Students with IEPs	29.1	35.1	+1.2	41.58

8 th Grade Reading Proficiency				
Group	2008-9	2013-14	Avg Change/yr	Number of years to 85%
All	52.1	72.7	+4.12	2.99
African American	29.0	49.7	+4.14	8.53
Hispanic of Any Race	36.8	61.8	5	4.64
Economically Disadvantaged	35.8	60.1	+4.86	5.12
English Learners	19.2	35.5	+3.26	15.18
Students with Disabilities	15.5	33.9	+3.68	13.89

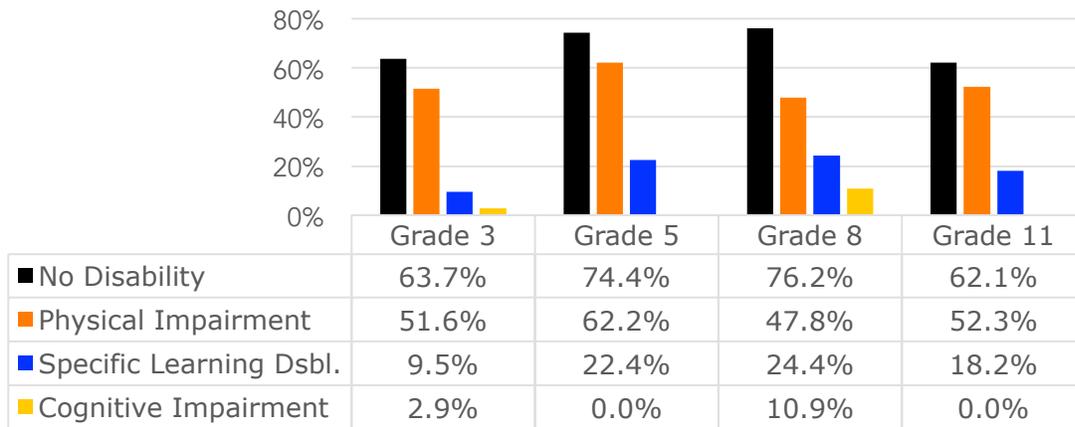
5 th Grade Reading Proficiency				
Group	2008-9	2013-14	Avg Change/yr	Number of years to 85%
All	58.6	71.7	+2.62	5.08
African American	33.1	48.7	+3.12	11.63
Hispanic of Any Race	40.0	60.8	+4.16	5.82
Economically Disadvantaged	41.2	59.4	+3.64	7.03
English Learners	21.9	39.2	+3.46	13.24
Students with Disabilities	24.8	41.0	+3.26	13.47

11 th Grade Reading Proficiency				
Group	2008-9	2012-13	Avg Change/yr	Number of years to 85%
All	49.1	54.0	1.2	20.22
African American	23.1	29.0	1.5	33.58
Hispanic of Any Race	34	40	1.2	37.5
Economically Disadvantaged	31.5	38.0	1.6	24.85
English Learners	11.4	13.0	0.4	166.5
Students with Disabilities	15.5	19.0	0.9	68.71

Reading Proficiency by Disability Category

In Michigan, the performance of students with an IEP is often considered in aggregate for the sake of administrative ease. Figure 7 demonstrates, however, that depending on disability category, performance varies widely. Recognizing that variability exists within disability categories, the overall low achievement of students with specific learning disabilities remains striking.

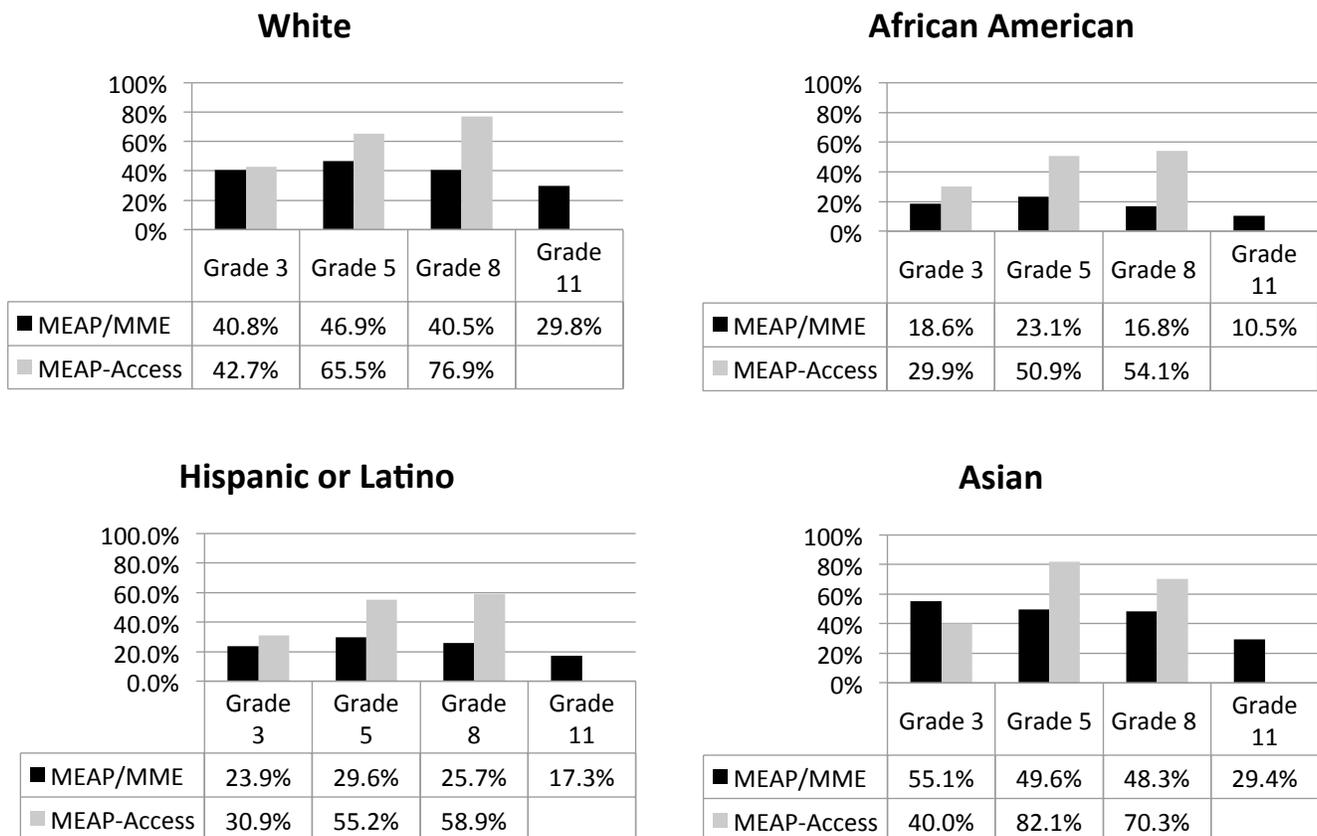
Figure 7: Reading Proficiency by Disability Eligibility Category



2014 Proficiency Rates across Racial/Ethnic Groups of Students with an IEP

Racial achievement gaps have been widely noted on standardized assessments. These gaps extend to the performance of students with an IEP demonstrated in Figure 8.

Figure 8: Proficiency Rates for Students with an IEP across Racial/Ethnic Groups

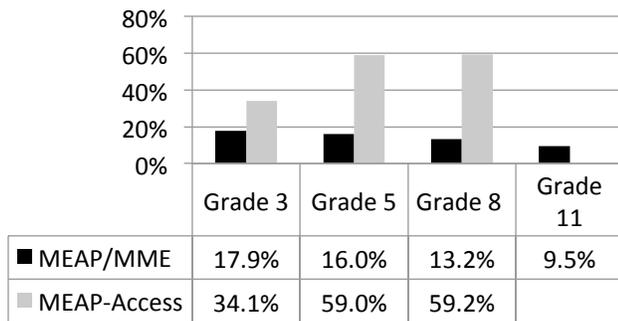


Proficiency Rates among Various Groups

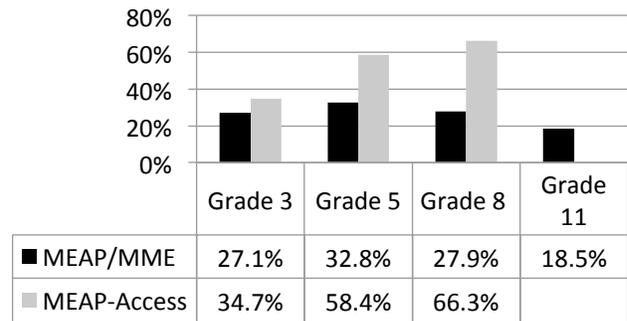
While racial achievement gaps draw much attention and must be addressed, many other characteristics such as economic disadvantage and English Language Learner are associated with reading proficiency rates, as can be seen in Figure 9. In particular, Michigan students located in “large” cities (defined as those containing 250,000 or more individuals) and students who are economically disadvantaged generally have lower proficiency rates than do African-American students overall.

Figure 9: Reading Proficiency among Various Groups

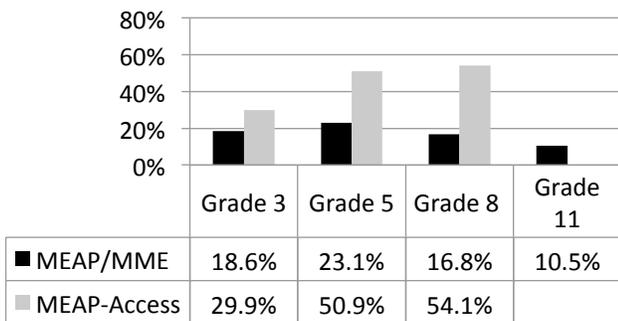
English Language Learner



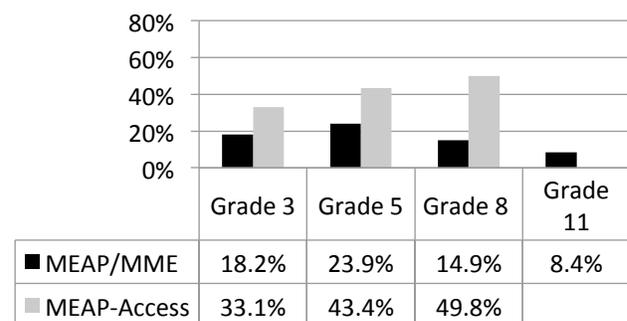
Economically Disadvantaged



African American



Large City



ROOT CAUSE ANALYSIS

Summary of Broad Analyses

As illustrated in Figure 2 in the Michigan's Approach to Developing the SSIP section, the broad analysis of data was initiated in the spring of 2014. The SSIP Data Team met with the SSIP Development Team weekly through the summer of 2014 to review data results and plan for subsequent analysis.

A summary of the broad data analysis was generated in advance of the USED visit in August 2014. The analysis summary included conclusions such as:

- The time it will take students to obtain 85% state proficiency target will take years, not months given the current rate of improvement
- Reading proficiency rates are not particular to any one group of students
- Not all students with disabilities perform the same way
- Separated out by category, some students with an IEP perform the same (or better) as general education peers

As part of the broad data analysis, the SSIP Development Team focused on identifying enough data and analyzing it to a depth sufficient to generate a hypothesis. This stage of the work served to uncover additional aspects of complexity that informed the focused analysis. The SSIP Development Team remained open to possible areas of focus for in-depth analysis. However, as the analysis progressed, early reading was increasingly solidified as the appropriate focus for in-depth analysis and ultimately the S-iMR.

The SSIP Development Team determined early in the SSIP process that solely examining quantitative data could not identify the root cause of low performance in reading proficiency. An in-depth data and root cause analyses were subsequently conducted, building on the broad data analysis, to gain a deeper understanding of the contributing factors associated with low performance in early reading. Results, including a root cause influence map, are included later in this report.

1(b) A description of how the data were disaggregated by multiple variables such as LEA, region, race/ethnicity, disability category, and placement, etc.

OSEP will consider the extent to which:

- *The State disaggregated the data across multiple variables to conduct a focused data analysis.*

FOCUSED ANALYSES OF 2014 DATA

Approach to the Analysis

Throughout both broad and focused data analyses, multiple data sets were reviewed. The most in-depth analysis involved the review of statewide reading proficiency data. The SSIP Development Team regularly reviewed data generated by the SSIP Data Team.

Review sessions included analysis of the data sets to determine the extent to which performance varied for students in different locations or with different demographics. These data sets included:

- Gender
- Race
- Disability Eligibility Category
- Economically Disadvantaged
- English Language Learners
- District
- Educational Environment
- Locale

Six areas of focused analysis were conducted, including:

1. State Variability
2. Cumulative Risk
3. Prior Proficiency as Predictor
4. Educational Environments
5. Tiered Intervention
6. Curriculum Based Measurement

State Variability Analysis

In an attempt to capture the unique makeup of the state, the SSIP Data Team looked at proficiency reflective of the existing educational structure, including NCES locale type and intermediate school district (ISD).

Figure 10 depicts proficiency rates by NCES locale for students with an IEP. Three locale types were selected strictly to demonstrate the variability across the state. These graphs show that there are large differences in performance between Large Cities, Small Cities, and Remote.

Figure 10: Variability in Reading Proficiency by Locale – Students with an IEP

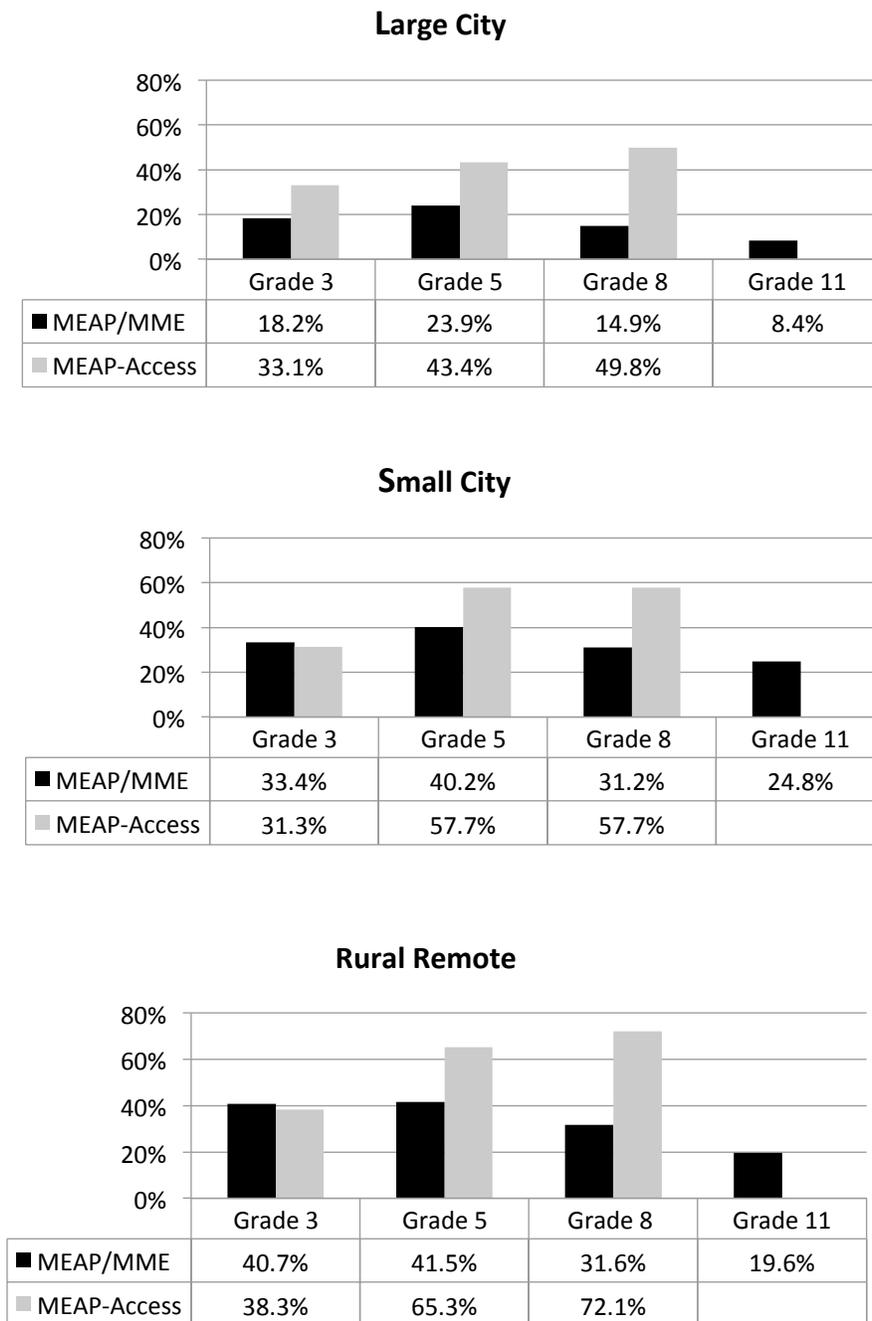
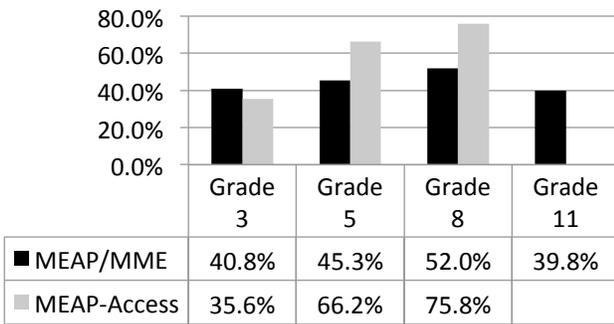


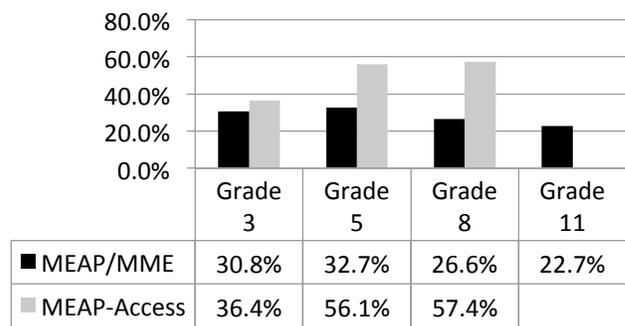
Figure 11 depicts proficiency rates at the ISD level. Four ISDs were selected strictly to demonstrate the variability across the state. These graphs show that there are large differences in performance both between ISDs and within each ISD by grade and by exam.

Figure 11: Variability of Reading Proficiency by ISD – Students with an IEP

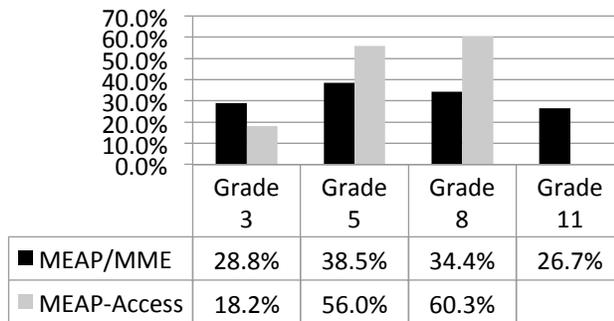
2014 Washtenaw ISD



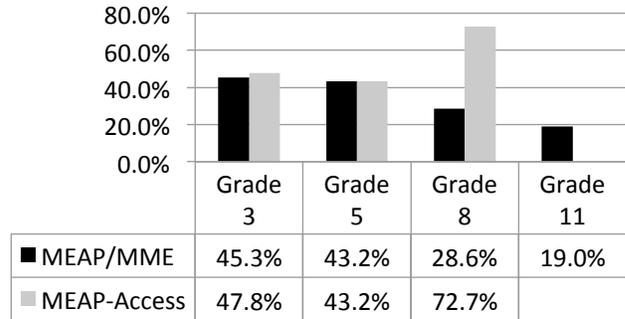
2014 Wayne RESA



2014 Kalamazoo RESA



2014 West Shore ESD



Cumulative Risk Analysis

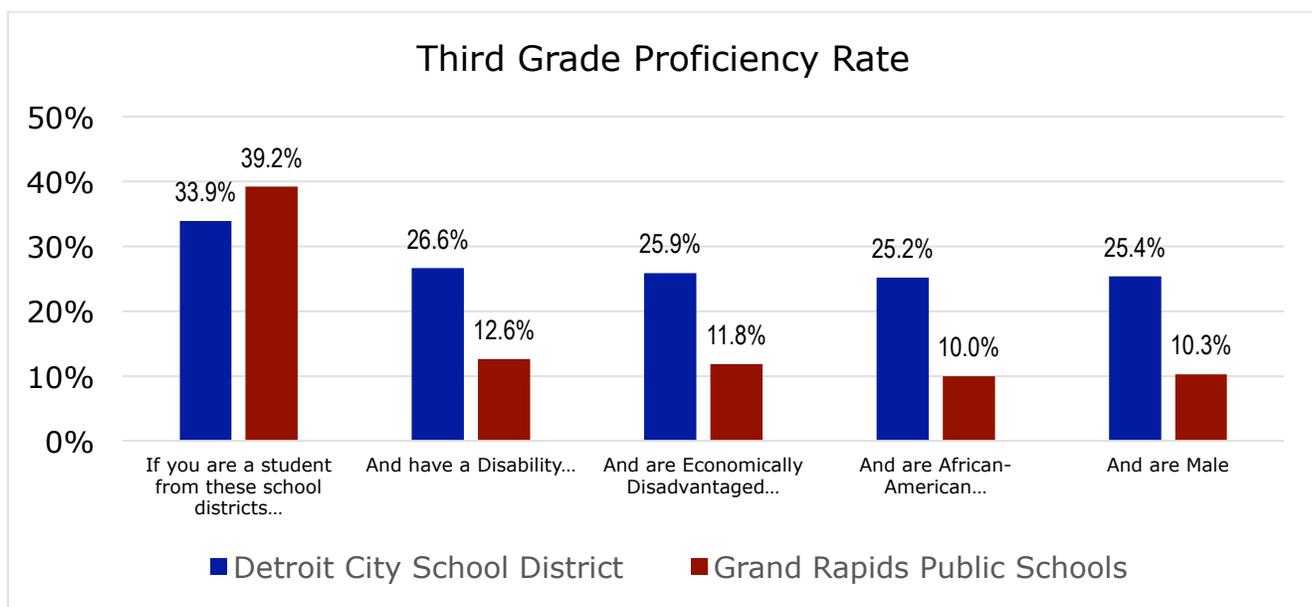
Further analyses were conducted specific to the perception of 'cumulative risk'. The working hypothesis was that as students experience the additive effect of risk factors (i.e., race, disability, economic status, etc.), the likelihood of reaching proficiency (as measured by statewide assessments) decreases. While some results of the analysis confirmed this initial hypothesis, further analyses indicated the issue is far more complex.

At the beginning of the analysis, it was assumed that layering indicators of risk would result in the identification of a group of students whose proficiency on the statewide assessment would be lower than any other group of students. The SSIP Development Team hypothesized that this cumulative risk would identify urban students with an IEP who were economically disadvantaged, African-American, and male as the least proficient group on statewide assessment in reading.

Proficiency is more frequently linked to demographic characteristics. Through analysis of multiple data sets, however, it was discovered that the addition of factors beyond being identified as having a disability resulted in little meaningful difference in the outcomes for students as measured by the proficiency of those students on state assessments. The data demonstrate having an IEP appears to be the most significant risk factor for low performance. Perhaps more importantly, the analysis also indicated that the ability to meet the diverse learning needs of students varies greatly from building to building, district to district, locale to locale.

One example of this is illustrated in Figure 12. Detroit City Schools and Grand Rapids Public Schools are two urban districts that have large populations of African-American students, students who are economically disadvantaged, and students with an IEP.

Figure 12: Cumulative Risk



Prior Proficiency as Predictor Analysis

Given the mixed results of Cumulative Risk analysis, the SSIP Development Team requested that the SSIP Data Team complete additional data analysis around an emerging hypothesis:

Is prior proficiency level a better predictor of future proficiency level than characteristics/risk factors of students?

The SSIP Data Team studied the relationship of reading proficiency in third grade as a predictor of reading proficiency in subsequent grades. Third grade reading proficiency was selected as it is currently the earliest state assessment data available. Analysis consisted of computing the proportion of students who were proficient on state assessments, given their prior performance in earlier grades as illustrated in the Sankey Diagram (Figure 13).

Figure 13: Students with an IEP Cohort Proficiency through Grade Matriculation



Interpreting the Sankey Diagram

The Sankey Diagram highlights the flow of students with an IEP and their performance on the MEAP Reading assessment as they move from one grade to another. The data displayed in the diagram shows that about 33% of students with an IEP are proficient in Reading in 3rd grade, as represented by the vertical black bar connected to the thick horizontal blue band.

The diagram indicates that approximately 75% of the students who were proficient in 3rd grade remain proficient in 4th grade. The students are represented by the portion of the thick blue band connecting 3rd and 4th grade, with vertical black bars representing percentage of proficiency. The blue curved band between grade levels represents students who were proficient in 3rd grade but not proficient in 4th grade. The flow continues from one grade to the next in the diagram.

The data revealed that reading proficiency in third grade is highly predictive of later proficiency. Results of this particular analysis demonstrate that:

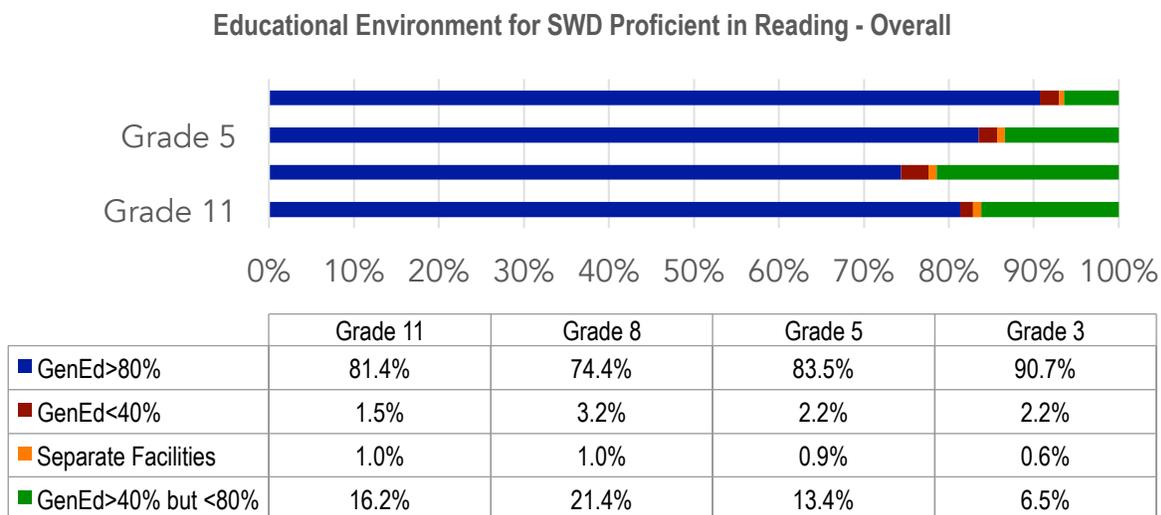
- The more often a student is rated proficient in reading, the more likely he or she is to be proficient in that subject on future assessments
- The more recently a student has been rated proficient in reading, the more likely he or she is to be proficient in that subject on future assessments
- These patterns hold regardless of demographics, socioeconomics, or disability
- Proficiency on state assessment in third grade is strongly correlated with proficiency in seventh grade, regardless of proficiency in intervening grades
- Early elementary education may improve proficiency rates, as early gains persist to later grades
- Early elementary education is not the entire solution. Some students who are proficient will become not proficient while some students who are not proficient will become proficient
- There is a significant movement of students from proficient to not proficient and visa versa between grades 5, 6 and 7, likely indicating that many students are grouped around the proficiency cutoff, where a slight increase or decrease in their performance moves them from one group to the other

Educational Environments Analysis

The SSIP Data Team was asked to explore what impact, if any, the educational environment, in which the student with an IEP was being educated, had on proficiency. More specifically, the SSIP Data Team was asked to analyze the relationship between the time a student with an IEP spent in a general education setting and proficiency rates.

The SSIP Data Team reviewed data for students with an IEP who were proficient to determine the extent to which time was spent in a general setting. Figure 14 depicts the majority of students with an IEP who were proficient on state assessment spent 80 percent or more of the day in the general education setting.

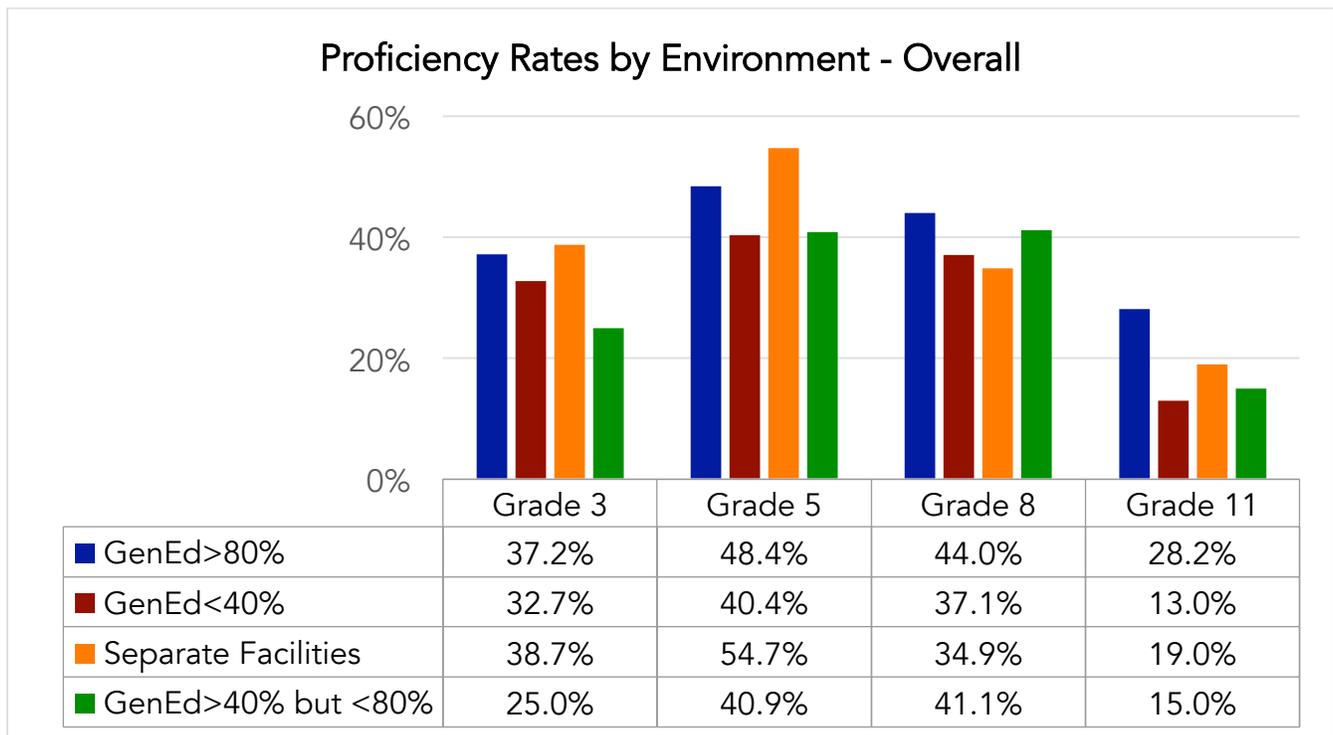
Figure 14: Educational Environment for Students with an IEP Proficient in Reading on MEAP/MME or MEAP-Access



The SSIP Data Team also looked at student proficiency rates by disability category and educational environment – *given where a student is, how likely was he/she to be proficient?* While Figure 14 showed the vast majority of students who *were proficient* spent 80 percent or more of the time in a general education setting, Figure 15 demonstrated similar rates of proficiency in alternate settings.

The SSIP Data Team anticipated notably higher proficiency rates for students spending more time in the general education setting. Not until Grade 11 is this actually observed. Interestingly, students who were educated in a setting other than a traditional school (separate schools, residential facilities, or homebound/hospital) placement) performed similarly to students who spent 80 percent or more of the school day in a general education setting. This may be explained through further analysis, respecting the smaller class sizes and more homogeneous grouping of students in these alternate settings.

Figure 15: Impact of Educational Environment for Proficiency for Students with an IEP in Reading on MEAP/MME or MEAP-Access



Tiered Intervention Analysis

The SSIP Data Team, in collaboration with staff from the OSE IDEA Grant Funded Initiative known as Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), conducted analyses using tiered intervention data. The intent of the analysis was to explore the impact of existing MDE-sponsored tiered intervention initiatives on reading proficiency in participating districts and schools.

To date, the tiered intervention impact analysis has demonstrated schools that were implementing the project with fidelity had a higher percentage of students who were proficient on state assessment.

Being able to assess whether practices are implemented with fidelity allows educators to rule out inadequate implementation as a reason for poor student performance. If data exists showing practices are implemented with fidelity, other reasons for inadequate response can be better assessed (e.g., insufficient intensity, poor match to student need). Without fidelity data, it is difficult to determine whether the supports provided to the student are being successful. Further, it is also difficult to determine the change in instructional practice necessary to improve student performance.

Three sets of analyses using tiered intervention data and student assessment data were performed:

1. Differences between schools implementing tiered intervention and schools not implementing tiered intervention
2. Degree of implementation of tiered intervention practices to support students
3. Tiered intervention practices over time

Tiered vs. Not Tiered

Performance of students on the statewide reading assessment was markedly different in schools with tiered intervention practices. Only those districts that had schools (n=113) with and without tiered intervention practices being implemented were included in the analyses. There was a higher percent of students proficient in reading in schools with tiered intervention practices than in schools without these practices. Overall there were eight percent more students proficient in schools with tiered intervention practices.

When measured at the grade level, schools that implemented tiered models of instruction had higher proficiency rates than those that did not. Data indicate there were five percent more third graders proficient, six percent more fourth graders proficient and seven percent more fifth graders proficient in schools with tiered intervention practices compared to schools within the same district that did not have tiered intervention practices in place.

Implementation with Fidelity

When analyzing the data of 113 school buildings (approximately 7,500 students), performance of students on the statewide reading assessment was higher in schools that implemented tiered intervention practices with fidelity². Only schools that had implemented tiered intervention practices were included in the analyses. In third grade, ten percent more of the students in schools that implemented tiered intervention practices with fidelity were proficient in reading than in schools that did not implement the practices

² Fidelity, based on the Planning and Evaluation Tool for Effective Schoolwide Reading Programs-revised (PET-R). The PET-R is used by a school's leadership team to rate their school's current reading program implementation and to identify reading goals and priorities. This self-assessment tool addresses seven elements of an effective school-wide reading program, including: Goals and Objectives, Assessment, Instructional Practices, Instructional Time, Differentiated Instruction, Administration, and Professional Development.

with fidelity. It is interesting to note that the performance gap widened over the three years of this analysis for students in schools implementing with fidelity and those not implementing with fidelity.

Sustainability

Performance of students on the statewide reading assessment trended higher over time in schools that implemented tiered intervention practices. For those schools with two or more consecutive years of implementing tiered intervention practices to support students, the percentage of students scoring proficient steadily increased over a three-year period.

Results varied for the different grades. The percent of third graders scoring proficient showed an increase in the first year following implementation followed by a slight decline. The percent of fourth graders that were proficient in reading increased over time as did the fifth graders.

Curriculum Based Measurement Analysis

As part of determining the S-iMR, the SSIP Data Team was asked to analyze curriculum based measurement data given its reported correlation to reading proficiency on state assessment (MiBLSi, 2011; Keller-Margulis, Shapiro, Hintze, 2008; Wang & Algozzine, 2011; Lemons, Zigmond, Kloo, Hill, Mrachko, Pattera, Bost, & Davis, 2013).

[Dynamic Measurement Group](#) provided aggregate data for schools in Michigan using DIBELS. This information was provided for three years beginning 2011-2012. The data reflect schools that have and have not participated in MiBLSi. For the 2013-2014 school year, DIBELSnet currently includes approximately 50,000 K-3 students from Michigan public school districts with benchmark scores entered at some point during the school year. Those students come from approximately 279 schools across 102 districts. The number of schools is approximate because if two schools in different districts have exactly the same name, they would only be counted once with the method used.

The DIBELS information provided from the data reporting service website, DIBELSnet, did not list identifying descriptors such as student name or school, only a summary of performance of students within categories of special education, English language learners and Title I reading.

The SSIP Development Team, SSIP Data Team and stakeholder groups including the Special Education Advisory Committee (SEAC) reviewed data available from DIBELS.net for participating Michigan schools. Figures 16-19 reflect DIBELS.net data for various student groups.

Figure 16: DIBELS.net Data – Students with an IEP from participating schools

		DIBELS.net Spring 2012	DIBELS.net Spring 2013	DIBELS.net Spring 2014	Average
Kdg	At or Above Benchmark	44% (n=124)	54% (n=151)	48% (n=152)	49%
	Below Benchmark	24%	23%	27%	
	Well Below Benchmark	32%	23%	25%	
1st	At or Above Benchmark	36% (n=110)	36% (n=104)	43% (n=157)	38%
	Below Benchmark	15%	12%	20%	
	Well Below Benchmark	49%	52%	38%	
2nd	At or Above Benchmark	39% (n=148)	41% (n=142)	39% (n=164)	40%
	Below Benchmark	14%	19%	15%	
	Well Below Benchmark	47%	40%	45%	
3rd	At or Above Benchmark	33% (n=89)	40% (n=163)	44% (n=204)	39%
	Below Benchmark	11%	13%	14%	
	Well Below Benchmark	56%	47%	42%	

Figure 17: DIBELS.net Data – English Language Learners from participating schools

		DIBELS.net Spring 2012	DIBELS.net Spring 2013	DIBELS.net Spring 2014	Average
Kdg	At or Above Benchmark	63% (n=80)	80% (n=189)	74% (n=191)	72%
	Below Benchmark	16%	14%	17%	
	Well Below Benchmark	21%	6%	9%	
1st	At or Above Benchmark	38% (n=50)	49% (n=85)	56% (n=164)	48%
	Below Benchmark	21%	20%	16%	
	Well Below Benchmark	41%	32%	29%	
2nd	At or Above Benchmark	44% (n=55)	47% (n=86)	54% (n=N/A)	48%
	Below Benchmark	22%	25%	20%	
	Well Below Benchmark	34%	28%	26%	
3rd	At or Above Benchmark	24% (n=4)	50% (n=86)	54% (n=134)	43%
	Below Benchmark	24%	18%	14%	
	Well Below Benchmark	53%	32%	32%	

Figure 18: DIBELS.net Data – Title I Reading (Economically Disadvantaged) from participating schools

		DIBELS.net Spring 2012	DIBELS.net Spring 2013	DIBELS.net Spring 2014	Average
Kdg	At or Above Benchmark	40% (n=79)	52% (n=124)	68% (n=182)	53%
	Below Benchmark	40%	34%	20%	
	Well Below Benchmark	20%	14%	12%	
1st	At or Above Benchmark	25% (n=42)	31% (n=79)	43% (n=183)	33%
	Below Benchmark	30%	24%	22%	
	Well Below Benchmark	45%	45%	34%	
2nd	At or Above Benchmark	39% (n=39)	32% (n=72)	42% (n=177)	38%
	Below Benchmark	35%	40%	28%	
	Well Below Benchmark	26%	28%	30%	
3rd	At or Above Benchmark	49% (n=102)	47% (n=111)	39% (n=167)	45%
	Below Benchmark	25%	26%	25%	
	Well Below Benchmark	26%	26%	36%	

Figure 19: DIBELS.net Data – All students from participating schools

		DIBELS.net Spring 2012	DIBELS.net Spring 2013	DIBELS.net Spring 2014	Average
Kdg	At or Above Benchmark	67% (n=7,518)	74% (n=8,611)	75% (n=9,473)	72%
	Below Benchmark	19%	16%	15%	
	Well Below Benchmark	13%	10%	10%	
1st	At or Above Benchmark	62% (n=6,572)	64% (n=7,094)	67% (n=8,493)	64%
	Below Benchmark	15%	14%	14%	
	Well Below Benchmark	23%	21%	19%	
2nd	At or Above Benchmark	67% (n=6,985)	69% (n=6,819)	71% (n=8,222)	69%
	Below Benchmark	16%	16%	14%	
	Well Below Benchmark	17%	15%	15%	
3rd	At or Above Benchmark	71% (n=6,161)	73% (n=7,076)	74% (n=7,993)	73%
	Below Benchmark	13%	12%	11%	
	Well Below Benchmark	17%	15%	14%	

Summary of Focused Analysis

The results of the focused analysis counsels against treating students from any particular group as a single, unified entity. The key takeaway is that previous proficiency in reading is one of the biggest predictors of future proficiency: early proficiency matters, intervene early, and keep intervening.

In light of the data analysis and stakeholder support for early reading as the focus for the S-iMR, the focused analysis led the SSIP Data Team to the following additional conclusions:

- Prior performance is a better indicator of future success than demographics
- Reading proficiency varies more by district than by broad geographic regions of the state
- Tiered frameworks of support appear to have a positive impact on reading proficiency when implemented with fidelity
- State assessment results are necessary but not sufficient as measures for reading proficiency
- Fidelity of implementation is a critical factor in impacting achievement/gaps and selecting/implementing strategies that will impact student performance

ROOT CAUSE ANALYSIS: IN DEPTH

Data Sources

The data discovery and analysis process described previously was an exhaustive process. Since spring of 2014, multiple SSIP stakeholders reviewed approximately 300 compiled data sets. Specific data sources incorporated into the analysis include Economically Disadvantaged, race, gender, NCES locales, and disability category.

After all the broad and focused data analysis, the team concluded additional stakeholder input was necessary to more fully understand the complex root cause of low performance in reading.

Facilitated Process

While the quantitative data analysis was being conducted, the SSIP Leads developed a plan for conducting the root cause analysis. It was determined by the SSIP Development Team to utilize the proposed facilitated process, Structured Dialogue (Christakis, A. 2006).

Rooted in some of the same science and philosophy as the IDEA Partnership's "[Leading by Convening](#)", Structured Dialogue is a process based on six evidence-based consensus methods, including Nominal Group Technique, Interpretive Structural Modeling, DELPHI, Options Field, Options Profile, and Trade-Off Analysis.

Structured Dialogue is driven by six principles:

Diversity - A diversity of points of view is essential when engaging stakeholders in a dialogue for defining and resolving a complex issue.

Autonomy & Authenticity - Every perspective matters. The voice of every participant is equal and the process protects the authenticity. This is important in minimizing the phenomenon of Groupthink

Structure - Dialogue must be structured to both protect autonomy & authenticity and to prevent cognitive overload

Meaning - Participants become wiser about the meaning of their own ideas when they begin to understand how different peoples' ideas relate.

Relative Importance - Participants will understand the relative importance of their ideas only when they compare them with others in the group.

Learning - The whole group learns and evolves as each participant sees how their ideas influence those of others.

Structured Dialogue promotes the collective wisdom of diverse groups, ultimately fostering shared ownership and co-construction of a solution to a complex problem that is inclusive of perspectives at all levels of the system. Recognizing the need for requisite variety of perspectives, the process begins by identifying perspectives that must be included in order to address the complex issue. Only after perspectives have been determined are people identified who embody those perspectives, with knowledge of and commitment to resolving the issue.

During the Structured Dialogue, a triggering question focused on the complex issue is presented. Five distinct phases shape the dialogue, including:

Idea Generation - Participants are asked to individually and silently write brief statements that capture the essence of her/his ideas. Ideas are generated until the group has run out of ideas, at which point they are shared and recorded.

Clarification - Each author elaborates and clarifies the intent of her/his idea. During this phase the facilitator protects the author and the authenticity of the idea by ensuring ownership of the idea remains with the author and every participant understands the intent (not whether they agree or disagree).

Classification - Ideas are categorized by similarity of meaning then the cluster of ideas is named according to similarity.

Prioritization - Each participant is asked to identify her/his top 5 ideas.

Influence Mapping - With the aid of specialized software, participants are presented with two ideas and asked to make a judgment regarding whether one has significant influence on the other (e.g. if we were able to address idea X, would that help significantly in addressing idea Y?). "Yes" votes are determined by a 75% super-majority. This phase promotes dialogue by sharing differing views of how one voted. It is an opportunity for individuals to provide a rationale for why they voted yes or no, and to persuade others to understand their rationale. This phase ultimately generates an influence map based on >75% consensus of the group that indicates the likely leverage points or root causes within the system.

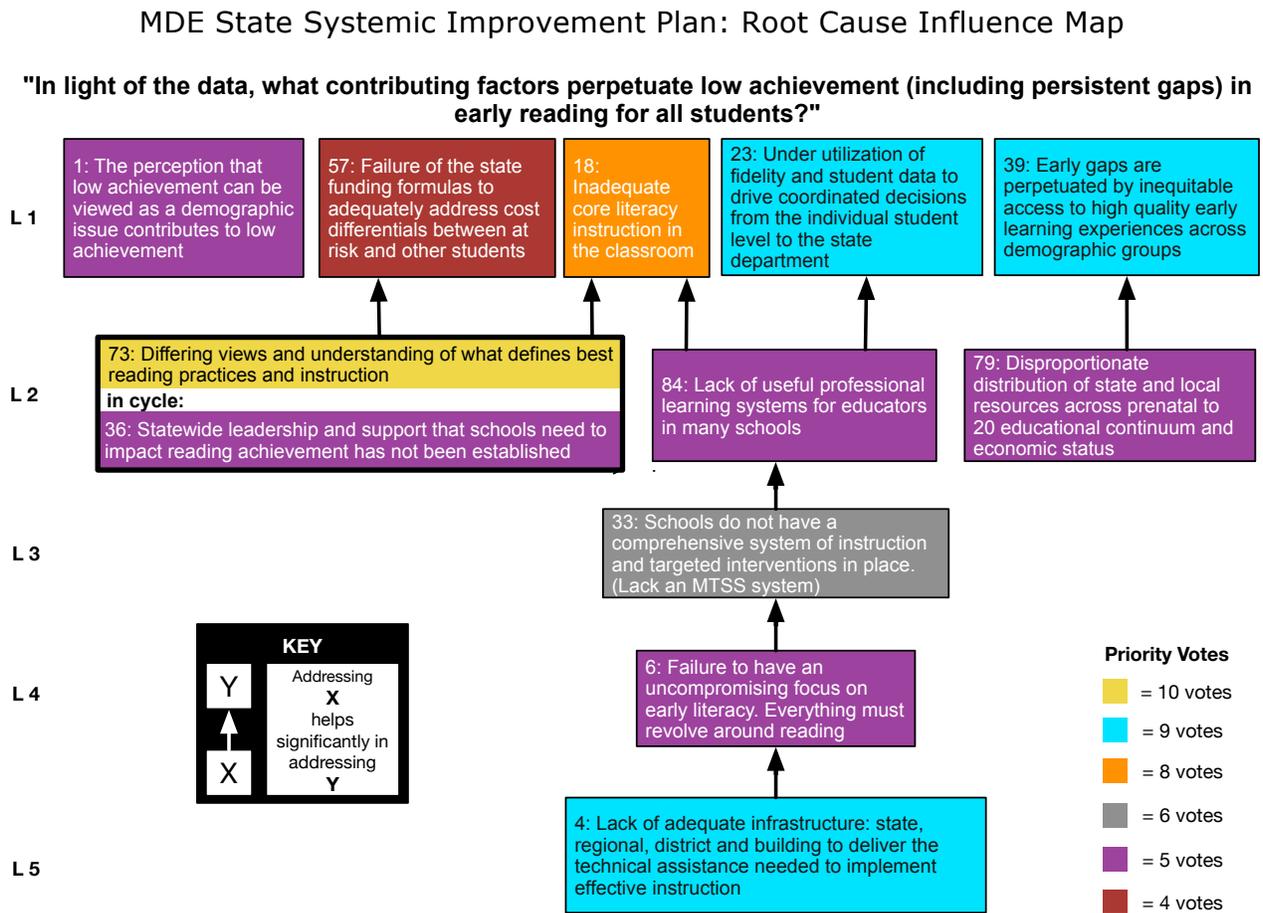
Results of SSIP Root Cause Dialogue Session

On December 17, 2014, a full-day structured dialogue session was convened with a group of diverse stakeholders from within and outside the MDE, to drill down to a sufficient depth to understand root cause(s) of low performance of students in the area of early reading. Twenty-nine individuals participated representing approximately sixty unique perspectives (see Figure 39 on page 85) ranging from a parent of a student with an IEP to the state board of education (SBE). To see all outputs please visit <http://mde-ssip.sdd-colab.net/?q=node/1>.

An overview of the data analyses to date was provided to the dialogue participants as a grounding activity for the day. As noted earlier, the session was organized around a single triggering question:

In light of the data, what contributing factors perpetuate low achievement (including persistent gaps) in early reading for all students?

Figure 20: Root Cause Analysis Influence Map



Source: State Systemic Improvement Plan Structured Dialogue, hosted by the MDE on December 17, 2014

As described above, the influence map above was generated through a minimum of 75% consensus regarding influence relationships. To interpret the influence map it may help to first imagine a string. This string represents effort.

Now, imagine tying the string to any of the factors above, then proceeding to pull on that string. For instance, if someone were to tie the string to Factor 1 (top left) it is likely the effort would only impact Factor 1 and not have any impact on addressing the overall system. It does not mean that Factor 1 is unimportant but rather has little to no systemic leverage. Conversely, if someone were to tie a string on Factor 4 and pull, all factors that are connected to it via an arrow would likely be impacted.

When determining where to make systemic impact, it makes sense to focus efforts on Factor 4. In essence, Factor 4, **Lack of adequate infrastructure – state, regional, district and building – to deliver the TA needed to implement effective instruction**, is the root cause for low performance in reading as determined by the diverse group of stakeholders.

1(c) A description of any concerns about the quality of the data and if so, how the State will address these concerns.

OSEP will consider the extent to which:

- ☞ *The State reviewed the quality of the data and the adequacy of the State's plan for addressing any data quality concerns.*

The SSIP Development Team believes there is an acceptable level of confidence regarding the data used for analysis. Michigan's statewide longitudinal data system has been in place for several years, and districts have received extensive training to support quality data submissions. Districts submit data on a regular schedule that includes opportunities for data staff and high-level administrators to review, update, and approve submitted data.

The SSIP Development Team continues to discuss Michigan's limited access to statewide performance data prior to third grade. MDE is currently investigating the possibility of using curriculum-based measures for grades K-3 in the area of reading/early literacy as part of its emerging state initiative (described in greater detail in sections 2b and 3d of this report). As part of this investigation, MDE would develop a list of "approved" CBMs in the area of reading/early literacy, which are aligned to the Michigan content standards, and assess critical early literacy skills for each K-3 grade level.

State Strategy to Deliver Data to Schools

Additionally, MDE is in the process of creating the Technology Readiness Infrastructure Grant data integration hubs. The vision for the data integration hubs is to streamline the use of educational information statewide. MDE plans to accomplish this vision by creating regional data hubs that facilitate the exchange of information between all of the various data systems used by each local district in the state. This exchange of information will occur on a daily basis using a common data language.

The implementation of the regional data hubs creates an architecture that allows for improvement in many data related processes. The integration of data systems eliminates duplicate entry of information, provides improved data quality, allows districts to easily change systems, focuses on a reduced number of systems, and makes the entire process much more cost effective. Each district will have their own consolidated database that brings together all of their data sources. The database will simplify reporting to the state, serving up dashboards that provide actionable data to district stakeholders and facilitating movement of data between districts. Additionally, it will provide a common platform for building future solutions. The value of the data hubs will grow over time as increasingly more systems have connectors that communicate with the data hubs and additional users are identified and implemented.

1(d) A description of how the State considered compliance data and whether those data present potential barriers to improvement.

OSEP will consider the extent to which:

- *The State considered compliance data and the potential effect on improvement*

Compliance Data Considered

As the data analysis process was conducted, Michigan's performance on compliance indicators over the past ten years was reviewed. Since the latest iteration of the *Individuals with Disabilities Education Act* was passed in 2004, Michigan has worked to ensure that all local districts meet the expectations of the compliance indicators. The OSE built and continues to maintain an electronic system, the Continuous Improvement and Monitoring System (CIMS), that supports monitoring and TA in each local district. Currently, the electronic system is being redesigned and will be central to MDE's overall TA efforts.

These efforts have helped the districts dramatically improve compliance rates over the past ten years. Two examples (as reported through special education public reporting) are presented as illustrations of the gains made by the OSE in addressing compliance issues.

Figure 21: Timely Evaluations

Indicator B-11: Timely Evaluations	
2007-08 school year	Michigan reported 87.1% for indicator B-11 (Child Find)
2012-13 school year	Michigan reported 99.6% for Indicator B-11 (Child Find)
<p>If comparing the data that was reported in 2009 to the data reported in 2014, not only were fewer Corrective Action Plans (CAPs) issued, but the overall compliance rate for this indicator improved by 12.5%.</p> <p>This did not happen overnight; however, by consistently identifying the non-compliance for each school district and providing the necessary TA from the State over the past five years, Michigan has begun to see an improvement for B-11. Although there are districts that continue to struggle, the State is moving forward to the target of 100.0%</p>	

Figure 22: Secondary Transition

Indicator B-13: Secondary Transition	
2009-10 school year	Michigan reported 74.3% for indicator B-13 (Secondary Transition)
2012-13 school year	Michigan reported 98.0% for indicator B-13 (Secondary Transition)
<p>By comparing both sets of data, Michigan dramatically improved compliance for this indicator by 23.7% in the past three years.</p>	

Figure 23: Educational Environments

Indicator B-5: Educational Environments	
B-5 is reported publicly by its sub-components as indicated below.	
B-5A \geq 80% of the day	
2007-08 school year	Michigan reported 53.5% for Indicator B-5A (\geq 80% of the day).
2012-13 school year	Michigan reported 64.3% for Indicator B-5A (\geq 80% of the day).
By comparing both sets of data, Michigan did make a 10.8% improvement over the past five years.	
B-5B <40% of the day	
2007-08 school year	Michigan reported 16.8% for Indicator B-5B (<40% of the day).
2012-13 school year	Michigan reported 11.4% for Indicator B-5B (<40% of the day).
By comparing both sets of data, Michigan did make a 5.4% improvement over the past five years.	
B-5C in separate facilities	
2007-08 school year	Michigan reported 4.8% for Indicator B-5C (in separate facilities)
2012-13 school year	Michigan reported 5.3% for Indicator B-5C (in separate facilities)
By comparing both sets of data, Michigan did slip by .5% over the past five years.	
B-5 Summary:	
By comparing the data for the past five years, Michigan has made continued improvement overall in the area of Indicator B-5 (Educational Environments). By comparing the individual sub-parts shown above, data indicates Michigan is making improvements in B-5A and B-5B whereas B-5C requires improvement.	

Potential Effect (Barriers)

The SSIP Development Team believes that, while compliance is required, it is woefully insufficient as an indicator of student outcomes. In addition to considering compliance indicator data, the SSIP Data Team also reviewed trends for SPP Indicator B-5 (Educational Environments). Given that graduation, dropout, discipline, and other indications of educational learning environments are in need of improvement, OSE continues to make educational environments a priority even though it is not a compliance indicator. In this context, the OSE requires districts that are not meeting the SPP Indicator B-5 state target participate in focused monitoring.

1(e) If additional data are needed, a description of the methods and timelines to collect and analyze the additional data.

OSEP will consider:

- *The adequacy of the State's plan for collecting additional data if needed, including the methods and timelines to collect and analyze the additional data.*

In 1978, Michigan voters approved the "Headlee" tax limitation amendments to the Michigan Constitution of 1963 (Article IX, Sections 24 - 34). Article IX, Section 26 establishes an overall limitation on total state spending each fiscal year. The "Headlee" Amendment also creates two significant limitations on the fiscal relationship between state and local units of government.

Article IX, Section 29 prohibits the state from reducing its share of existing state-mandated programs and requires the state to reimburse local governmental units for any new state-mandated programs.

Article IX, Section 30 prohibits the state from reducing the proportion of total state spending paid to all units of local government as a group below the proportion in effect in fiscal year 1979.

As such, there are limitations on Michigan's ability to collect data from local districts. Due to our partnership with other offices within MDE, the SSIP Data Team had sufficient data to inform the analysis. Moving into Phase II and beyond, ongoing data collection and analysis will be critical. Specific data collection regarding multiple CBM sources has been noted in section 1c of this report.

Multiple sources of data are available and efforts are underway to expand support to local districts related to data that will also support the work of the SSIP. These include:

Center for Educational Performance and Information (CEPI)

The Center for Educational Performance and Information collects and reports data about Michigan's K-12 public schools. State and federal law requires Michigan's K-12 public schools to collect and submit data about students, educational personnel and individual schools. These data are used to determine state aid payments, adequate yearly progress, accreditation, graduation/dropout rates, teacher qualifications and what constitutes a "safe" school.

Continuous Improvement Monitoring System (CIMS)

CIMS promotes positive outcomes and compliance with the Individuals with Disabilities Education Act as well as the Michigan Administrative Rules for Special Education. It was designed to help local districts analyze and interpret data and track all monitoring activities in a single location. CIMS reflects the priorities of the State Performance Plan and is aligned with the School Improvement Plan. CIMS is undergoing a major redesign in an effort to align more with results driven accountability and the SSIP.

Grant Electronic Monitoring System (GEMS)

GEMS allows grant sub-recipients to interact through a web-based system with MDE from the beginning to the end of the monitoring review life cycle. GEMS makes it possible for MDE to inform sub-recipients of the required documentation and communicate with sub-recipients as findings are reported and compliance plans are developed and approved. GEMS is currently undergoing a redesign to enhance usability.

Michigan Electronic Grants System (MEGS)

MEGS assists in expediting the grant application and reporting process. The purpose of MEGS is to:

- Provide grant applicants with a streamlined, easy to use, consistent grants application process that utilizes Internet technologies.
- Provide State Program Offices with an easy to use, efficient grants management system to manage the grant application process. This process includes the full range of activities, from the announcement of grants and receipt and review of applications, through the formulation of grant funding recommendations.
- Provide access to grant application information and reporting data that is stored centrally, allowing department-wide access to grant-related data for individual grant programs or for specific applicants across a range of grant programs.
- Provide the ability for high level managers to manage the final approval process for all grants under the control of the Department of Education and to access information concerning all grants in the system.

Michigan Student Data System

The Michigan Student Data System (MSDS) is a repository developed by the Center for Educational Performance and Information, MDE, and local school districts that contains information regarding students receiving education in the state. More specifically, local districts use MSDS for state and federal student data reporting. Data collected in this system are vital to district success.

MI School Data

MI School Data is the Web presence for district users, the public, researchers, etc., to access and review Michigan education data. The MI School Data site is designed for use by both the public and educators, providing password-protected, secure access to individual-level student data and analyses designed with the school improvement process in mind. The site has feature-consistent data derived using well-established business rules. MI School Data contains district- and school-level data that correspond to metrics displayed in the state's MiDashboard (state-level metrics in MiDashboard can be found at <http://www.michigan.gov/midashboard>.)

Technology Readiness Infrastructure Grant Data Integration Hubs

As described in section 1c of this report, the data hubs promote the coordination of data systems, simplifying state reporting requirements and improving overall efficiency. These hubs will be compatible with the CIMS redesign, allowing communication of data from the redesigned CIMS to the Data Integration Hub.

1(f) A description of stakeholder involvement in the data analysis.

OSEP will consider the extent to which:

- *Multiple internal and external stakeholders were involved in the process to identify, select, and analyze existing data.*

Three guiding beliefs behind Michigan's work on the SSIP are:

1. Expertise across and beyond state government must be fully leveraged
2. Stakeholders must be engaged early and often
3. Any group required to have a role in implementation must have a voice at the table early and often throughout all phases of the plan (development, implementation, and evaluation)

The OSE assembled a dedicated SSIP Data Team that focused on selecting, identifying, and analyzing a breadth of student, school, district, regional, and state data. The progression of the data analysis is summarized below.

Members of the SSIP Data Team represented both internal MDE and external partner perspectives. See Appendix B for a list of the members and their primary perspective.

Identification

The SSIP Development Team involved stakeholders throughout the analysis. As previously mentioned, a SSIP Data Team was established soon after the SSIP was announced. While core members have remained constant, the SSIP Data Team found it necessary at times to include additional individuals with specific expertise around various topics to ensure a thorough analysis.

The identification of data was iterative in large part due to the stakeholders involved. It is likely that without such diverse perspectives the data would have been limited and analysis under-conceptualized. The SSIP Data Team was interested in examining data beyond that for students with an IEP. This aligned well with the systems level work and was critical to understanding the broader view of the problem. In particular, the Office of Field Services was persistent regarding their interest in the inclusion of students served through Title Programs.

In the process, consideration was given to emerging state priorities focused on early reading as identified by the MDE, the legislature, and the governor. The SSIP Development Team made connections to these priorities throughout the data analysis process.

Selection

In the spring and summer of 2014, multiple activities were completed with various stakeholder groups to select a preliminary focus for data analysis. As indicated previously, a survey was distributed to 70 stakeholders, both internal and external to the MDE. Additional discussion regarding a hypothesized S-iMR was afforded during a subsequent meeting with approximately 50 stakeholders attending an OSE IDEA Grant Funded

Initiatives State Performance Plan retreat. Internal and external stakeholders, including partners responsible for data systems, were in attendance. Guiding questions for the dialogue included:

- What contributions does your work make toward improving reading outcomes?
- What is the evidence behind those contributions (evidence-based practices)?
- How will improved reading positively impact other aspects of your work?

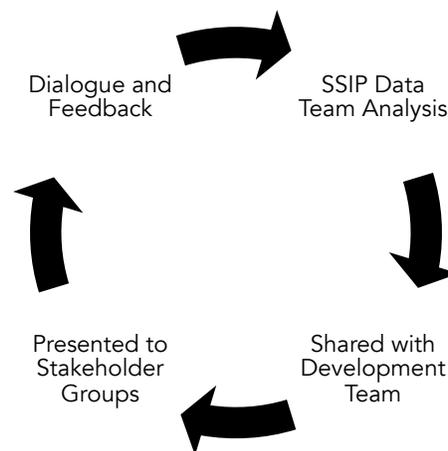
In June 2014 the SSIP Development Team presented to the Michigan Association of Administrators of Special Education followed by dialogue regarding the SSIP, inclusive of the hypothesized S-iMR of reading.

Additionally, the SSIP Development Team has engaged with the OSE Educator Preparation Institution Forum, the SEAC, and the Parent Training Information Center.

Analysis

The SSIP Data Team, with guidance from the SSIP Development Team, conducted the primary analysis of the data. The SSIP Development Team then engaged in an iterative feedback loop with numerous stakeholders, including those referenced above. The SSIP Data Team conducted initial data analyses then shared the results with the SSIP Development Team. Once the SSIP Development Team understood the analyses, stakeholders were engaged to provide feedback and input. Additional data analyses were conducted as a result.

Figure 24: Data Analysis Feedback Loop



For the past three years, stakeholders have informed and, in fact, co-constructed the systems level work. The SSIP Development Team firmly believes that stakeholder input is critical to the success of MDE's efforts. Without such engagement, the research indicates the plan will surely be under-conceptualized and implementation will be significantly compromised.

Component #2: State-identified Measurable Result (S-iMR)

While MDE is supportive of the overall approach and timeline of the SSIP, concerns have surfaced from various stakeholders regarding the timing of baseline calculation and target setting for the S-iMR. The SSIP Development Team agrees it is premature to determine baseline and set targets in Phase I, as the plan is not implemented until Phase III. To expect an increase in student achievement without sufficient time to develop and implement a plan seems out of sync with the overall intent of the SSIP.

To meet the requirement of Phase I submission, baseline has been calculated and targets have been set for students with an IEP. The SSIP Development Team hypothesizes that baseline and targets may need to be recalculated as additional data becomes available. Additionally, the intent is to include additional indicators representing other populations of students without IEPs. Baseline and target for those indicators will be established when data is sufficient to inform the calculations.

2(a) The State has a S-iMR and the S-iMR is aligned to an SPP/APR indicator or a component of an SPP/APR indicator.

Michigan's Part B S-iMR for Indicator B-17 is:

The percent of K-3 students with an Individualized Education Program (IEP) in participating schools who achieve benchmark status in reading as defined by a Curriculum Based Measurement.

This measure aligns with indicator B-3 (Statewide Assessment) where Michigan already reports on reading performance on statewide assessments for students with an IEP.

In addition to identifying a S-iMR for students with an IEP, the MDE has decided to include three additional S-iMR indicators (listed below). As was described, baseline and targets for these indicators will be set at a later date.

Indicator B-18:

Percent of K-3 students who are economically disadvantaged in participating schools who achieve benchmark status in reading as defined by a Curriculum Based Measurement.

Indicator B-19:

Percent of K-3 students who are English language learners in participating schools who achieve benchmark status in reading as defined by a Curriculum Based Measurement.

Indicator B-20:

Percent of K-3 students in participating schools who achieve benchmark status in reading as defined by a Curriculum Based Measurement.

2(b) The S-iMR is clearly based on Data and State Infrastructure Analysis.

OSEP will consider the extent to which:

- *The S-iMR is based on the data and infrastructure analysis.*
- *The S-iMR is aligned with current agency initiatives or priorities.*
- *The State engaged in a systematic process to select the S-iMR.*

BASED ON DATA AND INFRASTRUCTURE ANALYSIS

After conducting thorough data and infrastructure analyses, the SSIP Development Team determined that carefully monitoring trends in reading proficiency would help determine how and to what degree the MDE's efforts improve outcomes for students across the state. In addition to the analyses completed, the significance of early literacy as an indicator of, and foundation, for success in all other subjects is well supported by research, which is described below and later in this report.

Why reading?

As discussed in the data analysis section, Michigan has a significant problem with low reading proficiency. Michigan now ranks in the bottom five states for student learning progress in fourth-grade reading over the last decade (according to the NAEP). Michigan is one of only six states that posted learning losses on the latest NAEP scores. These lackluster results are true across all subgroups, especially for students with an IEP and English language learners.

Research offers strong rationale to select reading as the S-iMR, demonstrating a consistent correlation between reading proficiency and academic success at all ages – from early elementary through college. Students who read independently become better readers, score higher on achievement tests, and have greater content knowledge (Lane, 2014).

Without reading proficiency, students have limited access to the content of every other academic subject. Unfortunately, children who do not learn to read well during the primary grades typically struggle with reading throughout school (Juel, 1988; Snow, Burns, & Griffin, 1998; Stanovich, 1986). In fact, nearly 70 percent of older students fail to achieve proficient levels of reading (Biancarosa & Snow, 2004; National Center for Education Statistics [NCES], 2011) because once poor reading trajectories are established, they are very difficult to change (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Good, Baker, & Peyton, 2009).

In addition, reading failure is likely to lead to negative consequences such as grade retention, dropouts, limited employment opportunities, and difficulties with basic life activities (Lyon, 2001). Clearly, the long-term effects of early reading difficulties can be devastating. For these reasons, identifying effective methods for early reading instruction and intervention for struggling students is critical and building the systems to accomplish these goals is critical.

Why Curriculum Based Measures?

One challenge to utilizing reading proficiency data is having a consistent measure. In defining the S-iMR, the SSIP Development Team considered tracking student proficiency on state assessment for the B-17 indicator, but Michigan's testing environment is in flux. Until 2013-2014, Michigan used the Michigan Educational Assessment Program (MEAP) to test students in grades 3-8 and the Michigan Merit Exam (MME) in grade 11. In 2014-2015, lawmakers required the MDE to develop a new assessment that is aligned to Michigan's new state standards. This assessment will be conducted in spring 2015 and is called the Michigan Student Test of Educational Performance (M-STEP). In spring 2016, Michigan will field a third assessment that has yet to be identified.

Additionally, SSIP stakeholders raised concern that if the intent is to build capacity for systems change at all levels of the education system, waiting until 3rd grade to assess that impact is too late. Early literacy measures are needed to identify early gaps and make necessary adjustments to instruction if proficiency levels are to be improved by third grade.

The volatility of statewide summative assessment in combination with stakeholder feedback about the need to analyze data earlier than third grade factored greatly into the recommendation that a curriculum based measurement (CBM) be utilized for S-iMR data collection and reporting purposes.

Utilizing CBM as the mode of measurement also creates the opportunity to educate teachers and administrators about the usefulness of the practice. CBM is a method educators use to determine how students are progressing in basic academic areas such as math, reading, writing, and spelling. In their study of effective teachers and schools, Taylor, Pressley, and Pearson (2002) found that teachers' systematic assessment of reading progress was closely linked with students' reading growth. Formative assessment may be used to (a) estimate rates of improvement; (b) identify children who are not making adequate progress and, therefore, require additional or different forms of instruction; and (c) compare the efficacy of different forms of instruction (Stahl & McKenna, 2012).

The use of CBM in combination with an increased focus on reading proficiency aligns with best practice and supports department priorities. Benefits of using CBM include:

- Using actual grade-level materials that students use during instruction
- Ability to monitor the success of the instruction the student is receiving
- Adjusting instructional methods & supports to ensure sufficient progress toward meeting the academic goals if student performance is not meeting expectations
- Assessing all students' progress multiple times a year

Source: National Center on Student Progress Monitoring

ALIGNED WITH AGENCY INITIATIVES AND PRIORITIES

As a state, Michigan is focusing on increasing the early literacy and numeracy skills of students. The research shows if students are not proficient in reading and in numeracy by third grade, the chances of becoming proficient are minimal. Governor Rick Snyder has focused on early learning since the start of his administration and tracks third grade reading as an indicator of the health of Michigan's K-12 education system. The State Superintendent and the MDE have built the [MiLit](#) plan and worked to build a Culture of Reading throughout the state. The legislature has also been considering legislation that would require retention of third graders who are not proficient in reading. This same legislation also defines state policies intended to help local districts provide more intensive support to struggling readers. Currently, the legislature is responding to the proposed Governors state budget that includes additional funding to support efforts to improve early reading. See Appendix C for an outline of the early reading initiative including proposed funding.

The MDE believes that to ensure the early literacy and numeracy skills of all Michigan's students, a system is needed that provides high-quality instruction to all students, provides regular information on student progress, and strategically intervenes with research-based strategies when students fall behind. The MDE acknowledges that for the overall education system to improve, the state agency has to build its own capacity to support local improvement.

As proposed, this emerging work at the state level will:

- Align early childhood standards with K-3 standards in English language arts and mathematics, ensuring that Michigan students advance through the early learning system coherently
- Provide for regular diagnostic screening and support in using that information to identify students who are falling behind
- Provide support for research-based interventions when students do fall behind, so that the supports provided are tailored to the needs of the students and resources can be deployed effectively
- Help ensure that Michigan teachers have the skills and training they need to understand the foundational areas of reading and numeracy as well as the training to utilize data effectively

2(c) The S-iMR is a child-level outcome in contrast to a process outcome.

OSEP will consider the extent to which:

- *Addressing the S-iMR will have an impact on improving results for children with disabilities within the State.*

Based on early guidance from the OSEP, the SSIP Development Team initially hypothesized that Indicator B-17 would measure the increased capacity of the state agency to support local improvement efforts through a series of process outcomes. However, additional guidance from the OSEP specified that the indicator must be a student-level outcome. As such, the S-iMR articulated is a student-level outcome that will serve as a barometer by which the effectiveness of the developing system can be assessed.

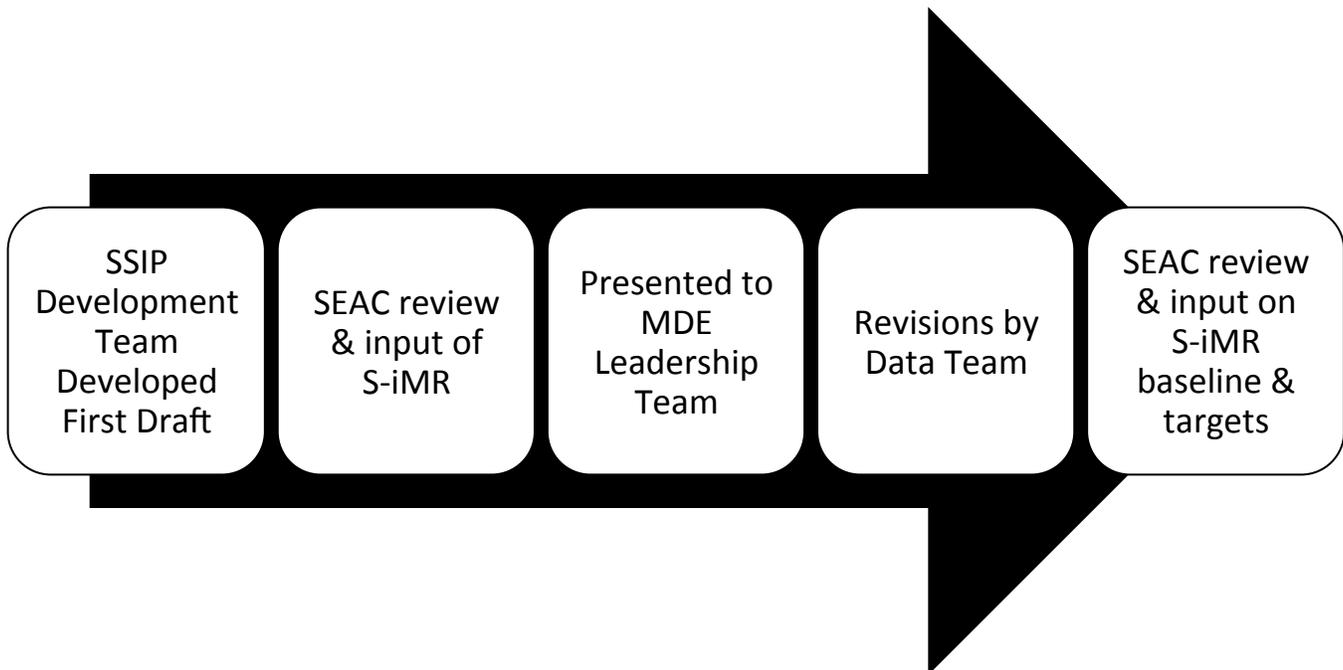
2(d) The State provided a description of stakeholder involvement in selection of the S-iMR.

OSEP will consider the extent to which:

- ➔ *Multiple internal and external stakeholders were involved in selecting the S-iMR.*

As described in the Data Analysis section, stakeholders have played a key role throughout the various analyses in Phase I of the SSIP development. The opportunities to inform the selection of the S-iMR have been numerous. Figure 25 illustrates the progression of the selection of the S-iMR.

Figure 25: Selection of S-iMR



2(e) The State provided baseline data and targets that are measurable and rigorous (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018, with the FFY 2018 target reflecting measurable improvement over the FFY 2013 baseline data.

The SSIP Development Team used the analyses from the CBM data discussed in the Data Analysis section of this report to develop the measurement methodology and generate baseline and targets.

Methodology

One of the observations noted by the SSIP Data Team was that later elementary grades see a higher proportion of students with an IEP than earlier elementary grades. For example, there are more students with an IEP in grade 1 than in Kindergarten and there are more students with an IEP in grade 2 than in grade 1.

Weighting the CBM data based on the proportion of special education eligible students compared to the entire student population for that grade (general education + special education) and setting up a ratio with the actual statewide numbers, minimizes the effect of students moving between general education and special education, and sampling error.

The weighting provides a more stable aggregate percentage of students in K through 3 reading at or above benchmark as measured by CBM. Through this method, each grade within a particular year receives a weight that affects the aggregate score. The other benefit of this method is that it provides a more valid measure as additional schools move to a CBM, allowing for a better comparison over the years of the SSIP.

Baseline & Targets

For FFY 2013 reporting, the weighted average baseline value of 42.98 percent was calculated by dividing the total weighted values of the percent of students with an IEP at or above benchmark on the CBM by the total weight. For additional information about the weighting methodology reference Appendix D: Michigan's Methodology for Determining Baseline.

Targets for FFY 2014 to FFY 2018 were set with input from the SEAC and other stakeholders as discussed in prior sections. See Appendix E for the full SSIP feedback summary from SEAC. Feedback from SEAC and the SSIP Data Team suggested that the targets initially proposed by the SSIP Development Team were ambitious, and expressed concern regarding the ability to meet the targets. As such, changes were made to maintain rigor but strike a realistic balance for achieving the targets. Small incremental changes were selected for the first two years of SSIP development and increased across years of implementation.

Baseline and Rigorous Targets					
The percent of K through 3 students with an IEP in participating schools who achieve benchmark status in reading as defined by a CBM					
<i>Baseline</i>	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
42.98	44.00	45.00	47.00	50.00	53.00

Component #3: Analysis of State Infrastructure to Support Improvement and Build Capacity

Building on the work from the 2011 OSEP Continuous Improvement Verification visit and with input from the SSIP Development Team, the SSIP Leads conducted infrastructure analysis activities. The SSIP Development Team used multiple methods to measure current infrastructure and needed system improvements. Processes included:

- Structured Dialogue – internal and external stakeholders
- Perceptions Survey – internal and external stakeholders
- Idea Writing – internal and external stakeholders
- MDE Infrastructure Survey – internal stakeholders

External system evaluators completed the analyses of information gathered throughout the infrastructure analysis. As with the data analysis, the infrastructure analysis has been extremely iterative, with the results of one method of analysis informing the next.

Overall, the infrastructure analysis supports the following conclusions:

- The SSIP infrastructure components provide an excellent framework for defining and articulating a department system
- Each office's response on the infrastructure survey provided the current status of efforts in each infrastructure component and identified areas of strength and weakness
- Additional infrastructure analysis in SSIP Phase II will provide increased understanding of gaps and overlaps
- The biggest barrier to developing a comprehensive state-level approach for improvement, as identified by internal and external stakeholders, is resistance within MDE to collaborate, coordinate, and align systems
- Governance and communication were consistently identified as areas in need of improvement
- Support to local districts was lowest ranked infrastructure component in internal MDE infrastructure survey
- Stakeholders identified need to build a coordinated, collaborative system
- MDE has inadequate process and procedures for: setting priorities, selecting strategies, developing plans, defining roles and responsibilities, implementing plans, monitoring fidelity and implementation, measuring impact, and providing feedback
- There exists a general consensus of the strengths and weaknesses of the existing system
- MDE recognizes the need to develop internal processes to better coordinate across offices

3(a) A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for students with disabilities.

OSEP will consider the extent to which:

- The State engaged in a systematic process to analyze the capacity of the State infrastructure to support improvement and build capacity at the local level in relation to the S-IMR.

STRUCTURED DIALOGUE

Methodology

As mentioned in previous sections of the report, the MDE has been rethinking the state's role in building local capacity to support improved student outcomes for several years prior to the announcement of the SSIP. To this end, the MDE engaged with stakeholders from December 2012 through February 2013, to better understand how to create a TA system that could leverage resources more effectively. The OSE staff used Structured Dialogue (as described in the Data Analysis section) to facilitate these conversations.

Nearly 30 stakeholders participated representing approximately 65 identified perspectives including parents, special and general education teachers and administrators, TA providers, and state officials from the OSE and other offices within the MDE.

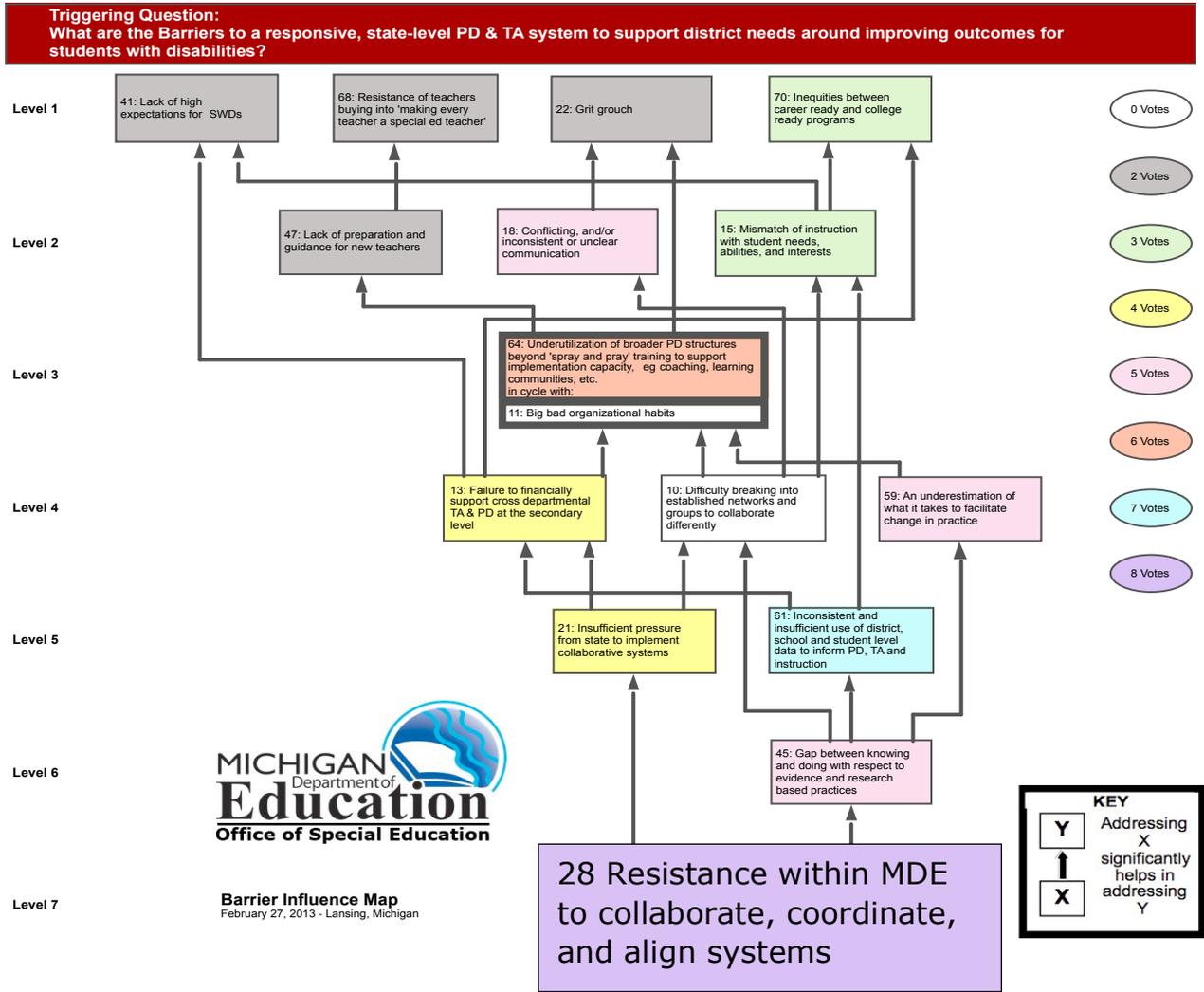
After identifying the necessary perspectives, the Structure Dialogue process required that Michigan select a triggering question that would be the focus of each session. Over three, eight-hour days, Michigan considered:



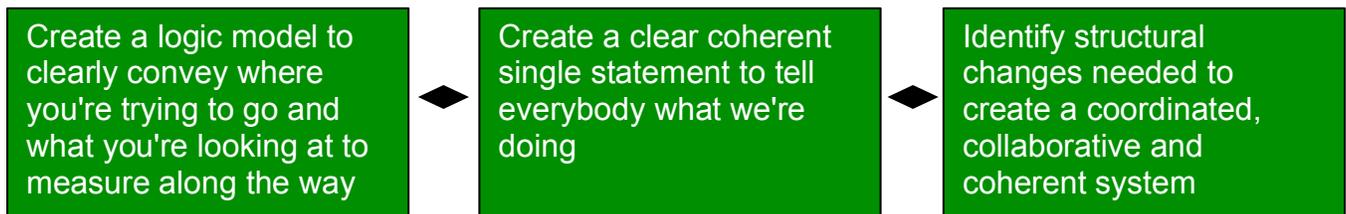
Results of the Dialogue

The candor and depth of these conversations was invaluable to the team. Stakeholders identified the biggest barrier to developing a comprehensive state-level approach for improvement as **resistance within MDE to collaborate, coordinate, and align systems** as shown in Figure 26.

Figure 26: Barrier Influence Map



Stakeholders also identified the deepest drivers for success through the process. The high-leverage actions that the diverse group indicated Michigan must take included:



The influence maps for each day are included in Appendix F. All materials generated on each day can be found at: <http://mde-ose.sdd-colab.net/?q=node/2>

PERCEPTIONS SURVEY

Methodology

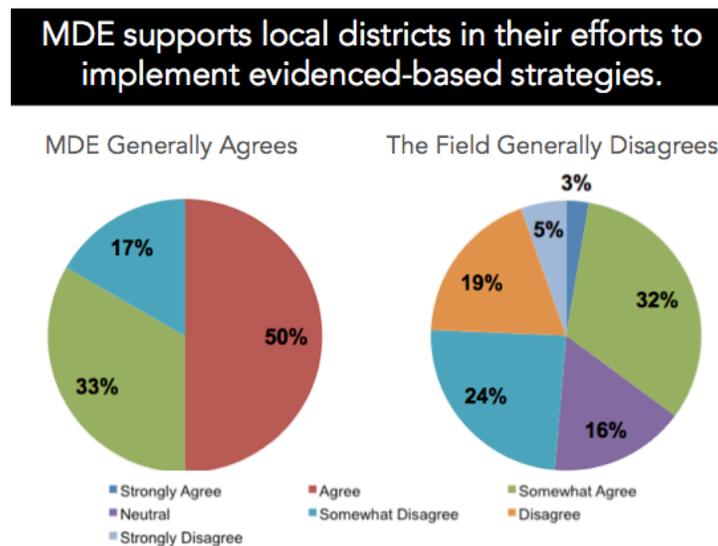
In order to understand the state’s current capacity to support improvement and build capacity at the local level, the SSIP Development Team developed a Perceptions Survey. The survey items were developed based on the Regional Resource Center Program (RRCP) Strengths-Weaknesses-Opportunities-Threats analysis TA document.

Since May 2014, the SSIP Leads administered the survey to approximately 300 internal and external stakeholders from entities such as educational associations, ISDs, local school districts, educator preparation institutions, state advisory committees, and the MDE officials about their perceptions of the MDE’s current capacity to support local improvement efforts. Participants completed the survey during in-person events where they answered items with audience response systems (clickers). This real-time interaction allowed for anonymous feedback and prompted additional discussion.

Survey Results

As demonstrated in Figure 27 and the subsequent list, the perception is the MDE is not currently doing enough to support local districts.

Figure 27: Perceptions Survey



- Two in three respondents disagreed with the statement that “MDE leverages its collective resources (fiscal, material, personnel, etc.) to build capacity at the local level.”
- Only 26 percent of respondents said they *agree* or *somewhat agree* that “MDE has systems in place to identify effectiveness of initiatives and policies.”
- Over 80 percent of respondents said “existing state structure” is one factor that prevents the MDE from building capacity at the local level. Respondents reported that alignment of the current initiatives is problematic.

- There was broad agreement among respondents that MDE does not communicate clear expectations for schools across the state.
- Over half of respondents said that MDE’s current policies and procedures do not ensure improved outcomes for all children.

While respondents were critical of the existing system of support, nearly 70 percent of respondents agreed that building a coordinated, collaborative system is challenging work. There was also overwhelming agreement that there are significant factors that impede MDE’s ability to build capacity at the local level.

The respondents leaned toward agreement that the MDE is committed to building capacity to support improvement at the local level. It is clear that the MDE has work to do internally to be more effective, and to communicate changing structures and culture to the field.

IDEA WRITING

Methodology

The same perception survey respondents were asked to participate in an “Idea Writing” exercise during the input sessions. Idea writing is a more autonomous form of brainstorming that honors the diversity of perspectives at the table. Each audience participant was asked to generate individual responses to a triggering question. Participants were then asked to work in small groups to prioritize the ideas they generated which promoted dialogue and consensus.

This activity was conducted with various groups in response to different triggering questions. The writing was analyzed and categorized against the seven categories included in the SSIP infrastructure analysis: governance, fiscal, quality standards, professional development (PD) and TA, data, monitoring and accountability, and communication.

Summary of Ideas Generated

The triggering question and analysis summaries for each stakeholder group are provided below.

Stakeholder Group
Michigan Alliance for Families, Michigan’s Special Education Advisory Committee, OSE staff, and Educator Preparatory Institutions
Triggering Question
What systemic, state-level actions would assist local districts in their efforts to improve outcomes for all students?
Analysis Summaries
Communication was identified as the largest action area, accounting for a little more than one-quarter of the responses (28 percent). Respondents asked the department to increase its messaging and share information with other stakeholders.

Governance was the second most common idea with 25 percent of responses. Responses focused on increased coordination within the department and between the department, intermediate and local school districts, and other stakeholders. Specific examples included breaking down silos, improving relationships across stakeholder groups by “cross-pollinating” meetings with other groups, and creating a common vision and position on important issues.

Stakeholder Group
Michigan Association of Administrators of Special Education
Triggering Question
Triggering Question – What systemic, state-level actions would assist local districts in their efforts to improve outcomes for all students?
Analysis Highlights
Governance was identified as the largest action area, accounting for one-third of the responses (32 percent). Responses focused on increased coordination within the department and between the department and intermediate and local school districts.
Communication, data, and PD/TA were identified as the second most common action area, with those domains accounting for 23 percent of responses each. Comments regarding communication generally asked the department to increase its messaging and share information with districts. Specific examples included guidance for TA and sharing of research-based initiatives and practices across districts. Participants wanted data to be fast flowing, more accessible, and shared across districts. Finally, responses indicated an overall lack of consistency (i.e., PD/TA did not line up with program needs, was inconsistent across programs, or was lacking in coordination).

Stakeholder Group
OSE IDEA Grant Funded Initiatives
Triggering Question
What are barriers within the current state system that may be contributing to low performance of students with disabilities in the area of reading?
Analysis Highlights
PD/TA was identified as the largest barrier, accounting for over one-third of the responses (37 percent). Responses indicated that there is a lack of consistency and a lack of adequacy (specific to literacy and teacher preparation, PD/TA was identified as inconsistent, unfocused, and inadequate).
Fiscal and data issues were identified as the second most common barrier, with those domains accounting for 17 percent of responses each. Responses indicated a lack of

resources and coordination of existing resources, specifically toward early childhood and literacy needs (funding for programs, after-school resources, materials). Comments suggest that more data need to be provided for early childhood (for both early childhood policy research and student-level data). In addition, respondents indicated that current data is irrelevant and archaic.

Stakeholder Group
General and Special Education Staff from Local Districts
Triggering Question
What systemic challenges exist within your community to support improvement and build capacity to improve outcomes for students?
Analysis Highlights
Governance was identified as the largest action area, accounting for 43 percent of the responses. Responses focused on the varying levels of collaboration between entities and the disconnect within districts and between the districts and state. Comments suggested that there are inequities among districts such as size, demographics, leadership and resources, differing visions and clarity of priorities, varying district needs, and initiatives that are not aligned and may be competing in nature, and policies across districts.
Fiscal and communication were identified as the second most common action areas, accounting for 21 and 17 percent of responses, respectively. Responses emphasized that resources are distributed unevenly across districts. Funding is restricted and budgets create pressures and ineffective use of resources for already disadvantaged districts. Comments emphasized that districts need to share information and practices among themselves. The sharing of information across districts can increase strengths of programs and outcomes. Respondents sought to eliminate silos and increase transparency through open communication.

Stakeholder Group
United States Department of Education Technical Assistance Visit
Triggering Question
Moving forward, what short-term, specific actions must the MDE take to collaboratively build the coordinated system?
Analysis Highlights
Governance was identified as the largest action area, accounting for over half of the responses (60 percent).

- Define the system. Responses requested definitions for *collaborative* and *coordinated* system. Additionally, there were several comments requesting an inventory and assessment of existing and emerging department initiatives.
- Engage with users. Participants requested that the Superintendent’s Group, struggling districts or schools, and internal offices be further engaged in planning and implementation of the SSIP effort.

Communication was identified as the second most common action area, accounting for 47 percent of responses. Responses were similar to comments concerning the MDE governance. Comments included the need to define the system, improved communication of those definitions externally, and engagement with user groups about internal and external information sharing.

MDE INFRASTRUCTURE SURVEY

Methodology

In addition to the activities described previously that engaged a range of stakeholders, the SSIP Development Team also developed an internal MDE Infrastructure Survey to better understand the policies, procedures, and practices guiding work within the MDE offices. Staff members from the following ten offices within the MDE were requested to respond to the survey:

- Accountability Business Operations
- Career and Technical Education
- Education Improvement and Innovation
- Evaluation, Strategic Research, and Accountability
- Field Services
- Professional Preparation Services
- School Reform Office
- Special Education
- Standards and Assessment
- Systems Integration

The survey included over 70 questions and was developed based on a review of materials created by various members of the OSEP TA Network including the RRCP and the State Implementation and Scaling-up of Evidenced-based Practices (SISEP) Center. The survey items were vetted by three members of the MDE leadership team as well as by an external evaluator who is supporting the SSIP Development Team. The survey was fielded from November 2014 through January 2015.

A copy of the survey is included in Appendix G.

Survey Results

Analysis of the MDE Infrastructure Survey (n=8 MDE offices, 80 percent) identified strengths, weaknesses, and opportunities for the improvement of the MDE's current infrastructure. Further details regarding each of the SSIP infrastructure components are included in Section 3c of this report.

At the end of the survey, each office was asked to rank overall levels of strength in each infrastructure category. As seen in Figure 28 below, on a 5-point scale, Supports to Local Districts (TA & PD), was the lowest identified strength.

Figure 28: Rank by MDE Offices

Overall rank by each office in the identified areas:	
Monitoring & Accountability	4.29
Quality Standards	4.25
Governance	4.13
Data	4.00
Fiscal	3.86
Communications	3.75
Supports to Local Districts	3.29
Scale of 1 (Very Poor) to 5 (Excellent)	

The MDE offices reported that strengths included knowledgeable staff; strong commitment to the communication and dissemination of accurate information (intra-departmentally, and extra-departmentally); solid commitment to collaboration, teamwork and a "customer focus"; demonstrated responsiveness to stakeholders; robust technical capacities to collect and analyze data; solid commitments to the provision of PD; and the effective use of continuous-improvement monitoring systems.

Reported weaknesses included insufficient staff/human resources with which to do designated work in a timely way; inadequate time to achieve offices' objectives and goals; the lack of fiscal understanding among a range of the MDE staff; volatile external environments (e.g., legislative, regulatory, and funding environments) that create rapidly shifting and often uncoordinated MDE policy responses; the communication of contradictory or inconsistent policy information to those served by the MDE; and the consequent need for better coordination of services, tasks, and information-sharing among the MDE's various offices.

The MDE Infrastructure Survey also indicates areas in which the MDE's infrastructure could be improved. These include: the strengthening of inter-office communication; enhanced staffing in some offices; the creation of department-wide organizational structures that strengthen inter-office information exchange and task collaboration; the enhanced coordination of the MDE efforts among offices; and the clarification of the MDE's procedures for priority setting and decision-making.

3(b) A description of the State’s systems infrastructure (e.g. governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring).

OSEP will consider the extent to which:

- *The State analyzed all relevant systems within its infrastructure in relation to the S-iMR.*

As described in 3a of this report, elements of the state’s infrastructure (e.g. governance, fiscal, etc.) largely operate in isolation both between and within the various levels of the P-20 system. Every stakeholder group that the SSIP Development Team has interacted with has indicated the need for improved coherence within and across educational arenas with leadership provided from the state.

Michigan Department of Education

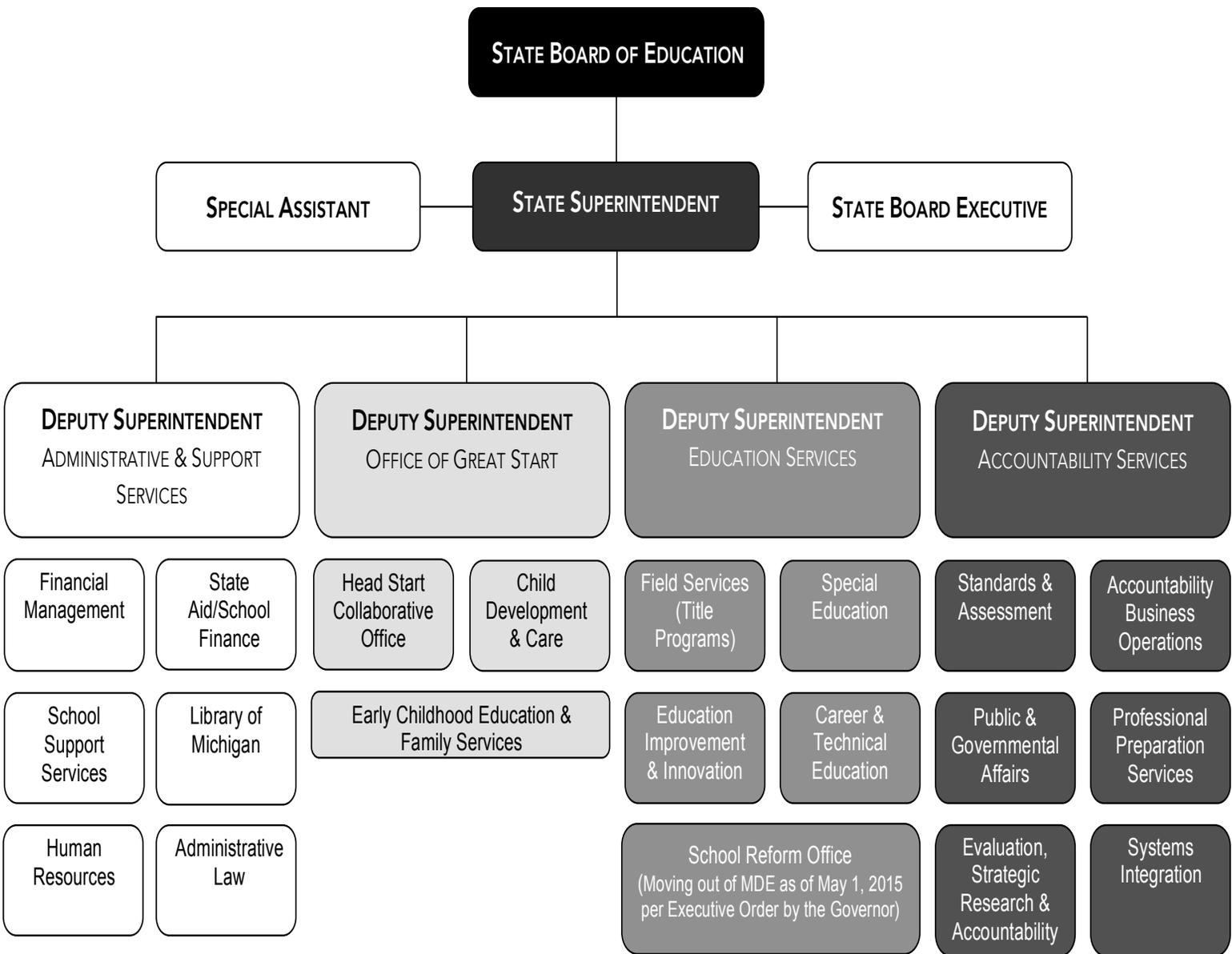
In Michigan, the Department of Education is led by the state superintendent, who is hired by and reports to the publicly elected State Board of Education (SBE). There are eight members on the SBE. Each member is nominated by a political party before being elected in a statewide election. The SBE is charged with providing leadership and general supervision to Michigan’s P-20 education system.

The state superintendent is the chief executive at the MDE where the department is charged with implementing federal and state law to support district improvement efforts. Currently, the MDE is divided into four divisions, each of which is led by a deputy superintendent:

- Division of Administrative and Support Services
- Office of Great Start
- Division of Education Services
- Division of Accountability Services

Each of these divisions is individually responsible for a wide range of state and federal requirements. To orient the reader, an organizational chart of the MDE has been provided (Figure 29). See descriptions of each division and office within MDE in Appendix H.

Figure 29: Michigan Department of Education Organizational Chart



Source: MDE (2015)

Intermediate School Districts

Michigan’s educational structure also includes 56 ISDs located throughout the state. ISDs were formed as a result of *Public Act 190*. ISDs serve several functions in support of both the MDE as well as the local education agencies (LEAs) that reside within their region. These functions include pupil accounting, services related to special education, career and technical education, as well as many others.

The ISDs are a key partner for the MDE and serve a vital function for many of the offices. The MDE provides funding support for many positions within the ISD, including monitors, TA providers, Transition Coordinators, and coaches.

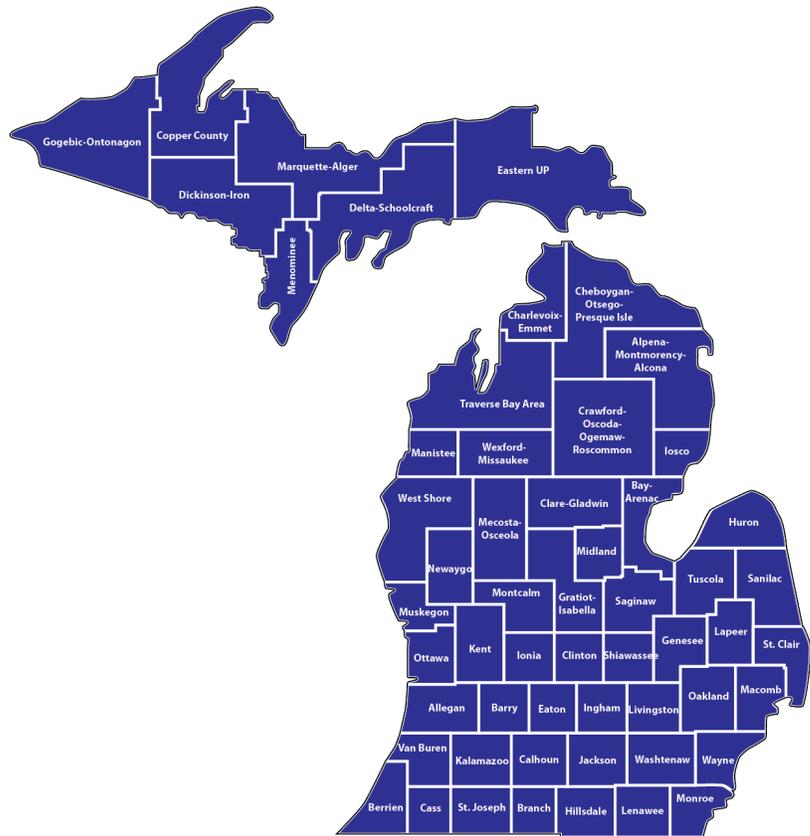


Figure 30: Michigan’s ISDs

The work with ISDs includes provision of Intervention Specialists and District Improvement Facilitators for schools and districts identified as Priority schools (those in the bottom 5% based on outcomes identified in Michigan’s current ESEA Flexibility Waiver) and Focus schools (those with the largest internal achievement gaps, also identified in the current ESEA Flexibility Waiver), with the ISDs providing the key implementation support to local school districts. ISDs also provide more generalized support to all schools in their service areas through technical assistance on school and district improvement efforts, utilization and coordination of data, and support for targeted professional learning activities to support a range of identified issues, including early reading and literacy support.

Local Education Agencies

Michigan currently has 548 LEAs and 302 public school academies (PSAs) comprising a total of 3,612 entities that educate students. Figure 31 includes the student population for LEAs, PSAs and ISDs as well as the Education Achievement Authority of Michigan.

In all, Michigan invests \$13.4 billion in Pre-Kindergarten through grade twelve, community colleges, and universities, of which \$2.334 billion is invested in special education. K-12 funding is allocated on a per student basis, with districts receiving between \$7,076 and \$8,049 per full-time equivalent.

Figure 31: Student Population in Michigan

Total Student Population (K-12)	Total Students with an IEP	Percentage of Students with an IEP
1,617,756	208,798	12.9%

Source: MDE MI School Data (2013-14)

Declining enrollment in Michigan (down 3.6 percent since 2009) has meant districts have been experiencing steady reductions in funding. Nearly two thirds of traditional school districts and one third of PSAs are experiencing declining enrollment. Lower enrollment also results in less revenue and thus smaller budgets due to the structure of funding being a state sales tax allocated to LEAs on a per pupil basis. For example, Detroit Public Schools and Flint Public Schools have experienced the most dramatic enrollment decline. Their student enrollment is down 70 percent since 1995, and both districts have struggled with significant financial distress.

3(c) A description of the current strengths, the extent the systems are coordinated, and areas for improvement within and across the systems.

OSEP will consider the extent to which:

- *The State identified relevant strengths within and across the systems to address the S-iMR.*
- *The State identified relevant areas for improvement within and across the systems in relation to the S-iMR.*

Questions about the strengths and weaknesses of the state system were included in the MDE Infrastructure Survey. Michigan used the seven infrastructure components identified as part of the SSIP: governance, fiscal, quality standards, PD and TA, data, and monitoring and accountability, to assess the strengths and areas for improvement of the current system. Given initial stakeholder feedback, the SSIP Development Team added communication as a critical infrastructure analysis component.

A summary of the strengths and weaknesses as reported by individual offices is included in this section. The overall take-away is that everyone at MDE is well intentioned and has high levels of expertise, but the procedures and systems for getting the work done are different for each office and perhaps for each funding program. There is lack of clarity, consistency, and coordination across the MDE related to each of the infrastructure components.

Governance

Analysis of the MDE offices' responses to the MDE Infrastructure Survey identified both strengths and weaknesses associated with the issue of governance. Strengths included the MDE offices': commitment to effective communication; knowledge of relevant legislation and statutes; increased leadership effort for collaboration and teamwork; emerging shared strategic vision and intra-office coordination; effective project management systems; and commitment to the democratic gathering and solicitation of input and information from staff members.

Offices also reported weakness and challenges regarding governance. These weaknesses included: informal governance processes and unmethodical information gathering processes; inadequate time to achieve offices' objectives and goals; inadequate knowledge of Michigan Compiled Law; misaligned laws, statutes, and policies that result in incoherent systems and procedures; and competing, often rapidly changing, priorities that produce inefficiencies and redundancies.

Fiscal

MDE offices reported a range of strengths related to fiscal management. These strengths included offices': expertise and knowledge, including a broad understanding of educational and fiscal policy; application of regulations to educational accountability and fiscal management; and for some offices, the categorical nature of funding which promotes clarity and focused use of fiscal resources. Other strengths included responsible and focused governance teams; flexibility in deploying resources supported by General Funds;

and fiscal monitoring processes that allow for oversight of spending through analysis of actual expenditures in relation to the approved budget.

Reported weaknesses and challenges regarding fiscal management include: the lack of adequately cross-trained staff and adequate technology and monitoring systems; external, often uncontrollable, factors (e.g., timeliness of data, amended federal awards, lack of personnel) that hinder the MDE offices' abilities to provide accurate oversight and information to LEAs; inadequate state funds that make it difficult to meet Administrative Maintenance of Effort and matching requirements for federal funds; challenges associated with determining past fiscal policies and procedures, and challenges and frustrations in obtaining timely and accurate fiscal information.

Quality Standards

MDE offices reported a variety of strengths in regard to quality standards. Among these: the development and dissemination of clearly delineated and written quality standards; staff training in the use of quality standards; continuous improvement monitoring systems; and the methodical and consistent use of quality standards in offices' daily practices.

Weaknesses reported by the MDE offices in regard to quality standards included: insufficient resources to handle the system needs required by new legislative requirements; a lack of systemic connection to postsecondary institutions; insufficient time to conduct detailed reviews; and priorities and initiatives that often extend beyond the offices' control, and that sometimes impede their ability to uphold quality standards.

Professional Development and Technical Assistance

The MDE survey respondents reported a variety of factors that strengthened their efforts to identify and provide PD and TA, including: a strong 'customer focus'; experienced and skilled staff who are prepared to provide TA and to share best practices/programs; strong commitments to the goal of school improvement; and a robust capacity for collaboration with stakeholders.

Survey respondents also reported a variety of factors that weakened these capacities. The primary impediments to providing PD and TA are, in some the MDE offices, insufficient staff, inadequate time to complete work, and an excessive workload.

Respondents noted,

"We don't have staffing to reach out to the field in a direct and robust way."

"The needs of the local districts are much greater than our capacity to provide adequate and effective support systems. We are understaffed."

"We have a limited number of staff and typically only one staff member is fully knowledgeable in a specific area of certification. Staff work load is such that it limits our ability to cross-train."

Data

The MDE offices reported three primary strengths in regard to data collection, analysis and use. These included, knowledgeable staff with appropriate skills; collection of ample amounts of data; and the use of high quality software data analysis tools and procedures. Survey respondents observed,

"(We have) extremely knowledgeable and skilled staff in data manipulation, merging, and analyses, as well as access to extensive state data systems."

"We are highly skilled with working with large data sets and software that supports that work."

Challenges associated with data were predominately related to the time and staff resources associated with data collection, analysis and reporting. Respondents variously reported:

"Data (quality) checks are time-consuming and take away from time that could be spent on data analysis and assisting districts with data use."

"We need more financial support in order to hire positions dedicated to data gathering and analysis, as well as research."

"Collecting and interpreting data requires time, and (we are) stretched with the high number of Priority schools and the need to provide data on all Priority schools."

Monitoring and Accountability

Analysis of survey data indicate that the MDE offices' strengths in Monitoring and Accountability include: staff knowledge and understanding of monitoring and accountability systems; a focus on monitoring for the purpose of providing TA, rather than exclusively ensuring compliance; and the presence of effective, high-functioning teams.

Challenges include issues of adequate time and staffing, and effective inter-office collaboration. As one survey respondent noted,

"It (i.e., monitoring and accountability) is time intensive and we cannot get to all local districts."

Another survey respondent observed,

"(There are) too few employees spread across too many schools."

Still another survey respondent said,

"We often don't have the right staff to do the higher level work; we rely too heavily on analyst staff to provide recommendations that should come from higher-level consultants. We often have to borrow expertise from other offices to design and review the accountability systems."

Communication

Survey respondents reported that they possessed a number of strengths associated with effective Communication practices. These included consistent messaging to all stakeholders; the use of various communication modalities, including web pages, Facebook pages, e-blasts, and surveys of stakeholders; consistent and timely processes for communicating with external and internal constituencies; and staff who are skilled at communicating with, presenting to, and providing documentation to individuals both in the field and within the MDE.

The MDE Infrastructure Survey respondents also reported weaknesses and challenges regarding their offices' communication practices. These included lack of consistency in messaging to internal and external constituencies; conflicting messages communicated by different MDE offices; saturation of recipients with too much, and often conflicting, information; inadequate or infrequent communication with other the MDE offices (i.e., inter-departmental communication); and the often resource-intensive nature of generating stakeholder-specific messages.

In regard to the latter challenge, one respondent noted,

"At times we feel schools are bombarded with information...even though we do a good job of communication, many questions, problems, and concerns are very individual and require specific problem-solving and responses. This is very time consuming."

3(d) A description of current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives and the extent to which they are aligned, and how they are, or could be, integrated.

OSEP will consider the extent to which:

- *The State analyzed different levels of the infrastructure that could impact the capacity of local programs and schools to improve the S-iMR.*
- *The State analyzed relevant improvement plans and initiatives in relation to improving the S-iMR.*

Part C State Systemic Improvement Plan

The SSIP has afforded opportunities to establish connections across the educational arena, both internal to the MDE and external. Part C (early childhood) is one such connection. The SSIP Leads have worked collaboratively with the Part C SSIP Lead to ensure continuity and alignment. The State-identified Measurable Result (S-iMR) for Part C is focused on social and emotional outcomes of infants and toddlers in targeted service areas. Research indicates a strong correlation between social-emotional outcomes and early learning. This connection, as well as many others, will be critical to the overall success in Michigan.

ESEA Flexibility Renewal Application

The Michigan Department of Education is utilizing the ESEA Flexibility Renewal Application process to initiate new and enhance existing continuing improvement mechanisms at the state, regional, and local levels. The ESEA Flexibility Renewal Application will be submitted to the U.S. Department of Education concurrently with Phase I of the SSIP. Michigan has identified early literacy as a focused area of work in the ESEA Flexibility Renewal Application. MDE has identified a set of supporting functions for this work around implementation, assessment of standards, and supports for Priority and Focus schools (to address poor overall performance and interschool achievement gaps). Both Title I funding supports and Michigan's statewide at-risk funding resources (commonly referred to as Section 31a funds through Michigan's School Aid Act) will be utilized to address early literacy development for all students.

As a part of Michigan's ESEA Flexibility Renewal Application, the state is utilizing several continuous improvement mechanisms at each level of the system, including MDE, ISDs and Charter School Authorizers (as regional or related school support mechanisms), LEAs and school buildings. These continuous improvement efforts are based upon cyclical use of outcome data to determine whether program activities are being implemented in a manner that provides the desired outcomes. This work has initially focused on general implementation practices for Priority and Focus schools, but is now being applied more specifically through analyses addressing all at-risk funding applications and statewide activities utilizing similar funds.

MDE Early Literacy/Numeracy Initiative

As described in section 2(b) of this report, Michigan is increasing efforts to improve early literacy and numeracy skills of students. To support early literacy development, MDE is developing a statewide approach that ensures that schools and districts have the ability and tools to:

- Offer high-quality instruction in literacy to all students
- Diagnose when students are falling behind, particularly in foundational areas of early literacy
- Provide research-based interventions to help students succeed

MDE's role in this work is emerging as priorities and funding are currently being established through work of the State Budget Office and State Legislature. The SSIP Leads have been included as participants in various initiative workgroups to ensure alignment with proposed SSIP coherent improvement strategies. In addition, reading proficiency data collected and reported as part of the S-iMR will be included as a component to evaluate this broader MDE early literacy work.

3(e) A list of representatives (e.g. offices, agencies, positions, individuals and other stakeholders) who were involved in the development of Phase I and will be involved in the development and implementation of Phase II of the SSIP.

OSEP will consider the extent to which:

- *The extent to which relevant representatives supported the development of Phase I of the SSIP.*
- *The extent to which relevant representatives are committed to support the implementation of Phase II of the SSIP.*

Michigan is proud of its extensive effort to engage a wide range of stakeholder perspectives throughout Phase I of the SSIP. With support from key leadership within the MDE, the team was able to engage hundreds of participants from entities such as state government offices, education associations, families, ISDs, local school districts, PSAs and higher education.

Phase I Development

During Phase I activities, Michigan engaged:

- OSE Educator Preparation Institution Forum
- MDE leadership team (including deputy superintendents and office directors)
- Michigan Alliance for Families (including parents of children with disabilities and program staff)
- Michigan Association for Administrators of Special Education (including special education directors from the local, regional, and state levels)
- OSE staff
- OSE IDEA Grant Funded Initiatives staff
- School Improvement Conference participants (including general education teachers and administrators)
- SEAC (including special education directors from the local and regional levels)
- Parents
- Other agencies, including Department of Human Services, Department of Mental Health, and the Department of Corrections
- USED SSIP Technical Assistance team

Phase II Development

Engaging stakeholders early and often has helped to craft a data-driven approach and will bolster the ability to build on this work in a meaningful way during Phase II of the SSIP. It is anticipated that all of the groups listed above will be engaged in a significant way during Phase II of this effort as well as others to be identified during further stages of development.

3(f) A description of stakeholder involvement in the analysis of the State's infrastructure.

OSEP will consider the extent to which:

- ☉ *Multiple internal and external stakeholders were involved in analyzing the infrastructure.*

As was described in the previous section, Michigan has engaged with multiple internal and external stakeholders to support the infrastructure analysis process.

- Structured Dialogue – internal and external stakeholders
- Perceptions Survey – internal and external stakeholders
- Idea Writing – internal and external stakeholders
- MDE Infrastructure Survey – internal staff members

Structured Dialogue

As mentioned in section 3a, stakeholders participated in three, 9-hour sessions during January and February 2013 specific to the development of infrastructure. Identifying stakeholder perspectives is critical to the success. Much time and consideration is given to this phase of the process as failure to involve the requisite variety leads to under-conceptualization of the solution.

Perceptions Survey

The Perceptions Survey was fielded with both internal and external stakeholders. Following is a list of the internal and external audiences that were involved in this part of the analysis. It is estimated that over 300 individuals completed the survey.

Internal

- MDE leadership team (including deputy superintendents and office directors)
- OSE staff

External

- Educator Preparatory Institutions
- OSE IDEA Grant Funded Initiatives
- Michigan Association for Administrators of Special Education
- ISD and LEA staff
- School Improvement staff (including general education teachers and administrators)
- SEAC (including special education directors from the local and regional levels as well as disability organizations)

Idea Writing

During the Idea Writing sessions, stakeholders provided feedback to triggering questions about barriers and opportunities for change. The same stakeholders listed above for the Perceptions Survey were involved in the Idea Writing process. Responses from staff at the USED were also included in the analysis.

MDE Infrastructure Survey

Because this effort is department wide, staff members from each office within the MDE were invited to complete a survey about their work. Four offices from the Division of Accountability Services and four offices from the Division of Educational Services completed the survey.

Component #4: Selection of Coherent Improvement Strategies

In preparation for the USED TA visit in August 2014, Michigan's OSEP state contact posed two questions to the SSIP development team:

1. What is the state's capacity to do this work?
2. What will this look like at the local district level?

While these questions were considered throughout the analysis process, the SSIP Development Team believed these two questions were particularly critical to the selection of coherent improvement strategies.

To that end, the broad coherent improvement strategy that Michigan proposes in the following section has been developed with consideration of the following principles.

- Evidence-based practices need to be implemented with adequate allocation of time and must be matched to need
- Practices must be supported by systems
- Existing educational infrastructures should be utilized where appropriate to develop local implementation capacity
- All levels of the education system need to utilize data and evaluation processes for continuous improvement
- Coordinated efforts at all levels of the educational system are required for effective and efficient improvement
- Evidence indicates that the application of a tiered framework of support at all levels – SEA, ISD, LEA, & building – creates a common structure that all entities can understand and work within

4(a) A description that demonstrates how the improvement strategies were selected and will lead to the S-iMR.

OSEP will consider the extent to which:

- ☞ *The improvement strategies are based on the data and infrastructure analysis.*

Improvement Strategy Selection

It has been stated in earlier sections of this report that the origins of Michigan's SSIP can be traced back to the 2011 OSEP CIV visit. As a result of that data and system analysis conducted at that time, the OSE recognized that the office did not have a process to deliver TA in a coordinated, tiered way to support local district improvement efforts.

Further analyses through Phase I of the SSIP, and in particular the root cause analysis influence mapping, have demonstrated that the MDE must do intensive work within the state agency to increase its capacity to support local improvement. Included in that capacity development are the establishment of processes to:

- Identify needs throughout the state
- Identify resources to support those needs
- Align resources across the various offices and the department
- Disseminate information and resources
- Differentiate response based on local need (tiered framework)
- Evaluate success of interventions

To that end, the proposed coherent improvement strategy is the *construction of a logical, collaborative, tiered problem-solving process at the state level to support local districts in their efforts to improve outcomes for students.*

The SSIP Development Team has conceptualized the broad improvement strategy to be inclusive of two distinct aspects of work:

1. Leverage the core features of existing initiatives to develop MDE's internal system to support local districts
2. Co-construct and scale-up MDE's tiered framework of support to build the capacity of local districts

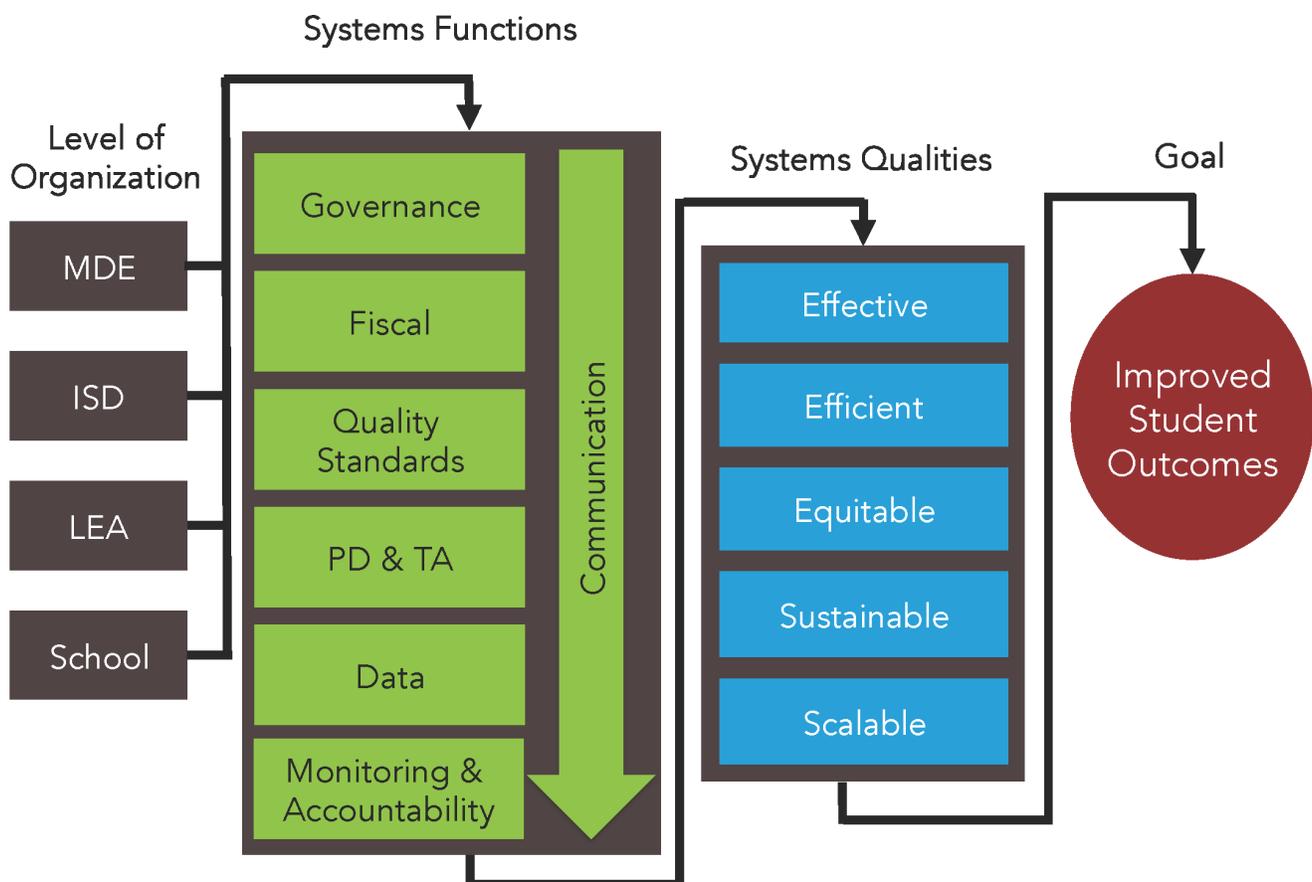
As the SSIP Development Team has engaged with stakeholders throughout Phase I activities, it has been emphasized that this is NOT a reading plan; this is a *student-outcome-centered* improvement plan for the Michigan Department of Education. The internal state level system must include consistent and cohesive processes, structures, and practices to support local district improvement, ultimately leading to improved outcomes at the student level.

Impact of the Strategy on the S-iMR

Stakeholders both internal and external to the MDE have indicated through multiple analysis methods that the lack of infrastructure to provide appropriate levels of support at all levels of the system is a significant contributing factor to current student performance across the state. As internal capacity is built, the MDE will work more effectively and efficiently across offices and in a more coordinated process with other partners in the education system in Michigan toward improving the identified student outcome in reading.

While several student outcomes could be measured through the SSIP, Michigan will be tracking early elementary reading proficiency as the barometer of the system change proposed. As illustrated in Figure 32, the MDE believes that as the system improves, student outcomes will improve. Even though each level involves unique practices, organizational structure, and receivers of these practices, there are common functions that cut across each level. Each level applies these common features in a coordinated and aligned manner toward the goal of improved student outcomes.

Figure 32: Connection between System Change and the S-iMR



4(b) A description that demonstrates how the improvement strategies are sound, logical, and aligned.

OSEP will consider the extent to which:

- *The improvement strategies are based on research and have an evidence-base to support their use.*
- *The improvement activities are aligned to current State initiatives.*

Aligned to Current State Initiatives

As was discussed in sections 2b and 3d of this report, MDE is working to more closely align initiatives and plans to support local improvement efforts. Existing statewide initiatives that have developed tiered frameworks of support with local districts will be leveraged to inform the work of building capacity within the MDE and at the LEA level. The closest alignment of the proposed coherent improvement strategy for supporting LEA capacity development specifically is with the MDE's tiered model of support, MiBLSi.

MiBLSi is primarily funded by the MDE, OSE. The initiative is also funded through the State Personnel Development Grant from the USED, OSEP. The project is designed to support ISDs and their constituent districts, and schools in the implementation and scale-up of a data-driven, problem-solving model within a multi-tiered delivery system.

The mission of MiBLSi is to create capacity for a system that can be implemented with fidelity, is sustainable over time, and utilizes data-based decision making at all levels of implementation support so that students can demonstrate improved outcomes in the area of reading and behavior.

Key activities and goals of the initiative include:

- Working with ISDs and their constituent districts, and schools to provide support in measurement and evaluation, professional learning, TA, and fiscal areas necessary to support tiered system implementation
- Partnering with ISDs and districts to develop necessary infrastructures and support personnel identified for successful building-level implementation
- Working with ISDs and local districts to collect information on four levels:
 1. Student outcomes
 2. Program quality/fidelity of implementation
 3. Capacity to support system implementation that is sustainable and scalable
 4. Reach of the ISD support for tiered frameworks of support within the region
- After three years of support from the initiative, at least 80 percent of participating schools within partnering districts will be implementing practices with fidelity and at least 80 percent of those schools will demonstrate improved student outcomes in reading

Additionally, MDE has a number of efforts focused on system supports and general education practices. Among these, the School and District Improvement Frameworks, and corresponding plans developed each year by schools and LEAs, require local districts to analyze local achievement data to identify targeted areas of need and focused support, and to utilize research-based practices to address these needs. These frameworks were

revised in 2014 based upon stakeholder feedback and implementation data to identify potentially more effective means of coordination and support at the building and district level to support these needs.

Michigan has also implemented the requirement of a program evaluation tool, starting in 2015, for schools to evaluate the impacts of at-risk funding streams on targeted needs. While this practice is in the early stages for several elementary schools in Michigan, it is being applied locally to the same early literacy outcomes that Michigan has identified as a statewide priority. This practice will be further focused in the coming year, as Michigan's internal funding mechanism for at-risk youth (Section 31a) has identified third-grade literacy outcomes on statewide assessments as a common benchmark for progress in the use of targeted strategies supported through these funds.

MDE has also implemented a number of instructional programs through state and federal grant programs to support early literacy outcomes. Many of these efforts, including the Culture of Reading initiative, instructional leadership programs for Priority schools, and the African American Young Men of Promise Initiative, all align to the statewide priority of early literacy, and all utilize research-based practices to address specific contexts or issues that are part of the broader picture of support for early literacy in Michigan.

Leveraging Research on Early Reading

Current evidence suggests there is a critical and short period in which educators can alter reading trajectories (Simmons & Kameenui, 1998). If low achieving students can be brought up to grade level within the first three years of school, their reading performance tends to stay at grade level (Adams, 1990). An important way to increase the likelihood of successful reading impact is making sure instructional practices are evidence-based at the classroom, school, district, and project level.

In 1997, at the request of the United States Congress, a National Reading Panel (NRP) was established and charged with the task of assessing the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The NRP first developed an objective research review methodology, and then applied this methodology to undertake comprehensive, formal, evidence-based analyses of experimental and quasi-experimental research literature relevant to a set of selected topics judged to be of central importance in teaching children to read. Findings of this literature review were summarized (NRP, 2000) and describe five key instructional components to the teaching of reading: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

The MDE's tiered model of support provides TA and training that is consistent with research. Specifically, initial training and support is focused on strengthening core reading instruction to support all students, including the importance of adopting a research-based core instructional program carefully sequenced and aligned with the Michigan's College and Career Ready Standards. "The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of

prioritized objectives, explicit strategies, and scaffolds that support students' initial learning and transfer of knowledge and skills to other contexts" (Moats, 1999).

Schools and districts also evaluate the features of instructional delivery. Support for struggling students involves reviewing current research-based interventions accessible to districts and schools, making an instructional match based on student performance data, and ongoing progress monitoring and adjustments to instruction in order to ensure that all students are making progress.

Leveraging Evidence-Based Models

Tiered Framework of Support

Multi-Tiered System of Supports (MTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.

Sugai and Horner (2009) identify six core components of MTSS:

1. Interventions that are supported by scientifically based research
2. Interventions that are organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, specialized supports, etc.)
3. Standardized problem-solving protocol for assessment and instructional decision-making
4. Explicit data-based decision rules for assessing student progress and making instructional and intervention adjustments
5. Emphasis on assessing and ensuring implementation integrity
6. Regular and systemic screening for early identification of students whose performance is not responsive to instruction

Application & Implementation of a Tiered Model of Support

As described in section 4b of this report, the MiBLSi tiered model of support provides PD and TA to ISDs, LEAs and schools. Data presented in the Data Analysis section of this report demonstrate the impact of tiered interventions on reading proficiency.

In addition to the reading proficiency data, a recent survey of 314 MiBLSi consumers indicated 96 percent of respondents agreed or strongly agreed that, overall, they are satisfied with the supports provided by MiBLSi and believe a partnership with this project is beneficial. When asked about the major benefit to district participation with MiBLSi, 70 percent indicated "capacity to support implementation" and 62 percent indicated "increased knowledge and awareness of tiered support practices." Additionally, 54 percent indicated "increased alignment for initiatives and PD activities."

It is important to note that MiBLSi, as it currently exists, has not been designed for the extent of work that is being considered for the broad coherent improvement strategy. In the current MiBLSi model, districts apply for participation. MiBLSi works to integrate tiered

systems of support within state and local priority initiatives. In order to expand the scale of implementation and improve the fidelity and durability of implementation, the intensity of support for MiBLSi's model may be enhanced; in essence, hybrid versions based on identified need of the MDE and local districts will be developed.

In summary, the insights gained through 14 years of implementation of the MiBLSi model will be used to inform both aspects of the overall coherent strategies:

1. Leverage the core features of existing initiatives to develop MDE's internal system to support local districts
2. Co-construct and scale-up MDE's tiered framework of support to build the capacity of local districts

Ultimately, the MDE's statewide framework of tiered support must be co-constructed with involvement of all offices and in collaboration with external stakeholders. The proposed enhanced model would ensure a unified and comprehensive MDE approach to supporting local implementation efforts.

Leveraging Research on Implementation

A challenge of many current and recent initiatives being implemented in Michigan is that the agencies implementing the strategies, at all levels in the education system, have struggled to implement programs with fidelity. Program evaluation efforts for these programs point to implementation science as a relevant strategy to ensure follow-through and an evolution of learning and practices that lead to desired outcomes.

A key aspect of implementation science that is lacking in many local and statewide projects is the intermittent review of implementation, or formative data, rather than just summary reviews of final outcome data. As a result of this understanding, many state initiatives and local implementation programs are establishing more frequent review cycles and the use of short-term diagnostic data to determine progress on implementation, and a similar cyclical strategic planning function to alter implementation plans more regularly to course-correct as needed. This strategy is being applied in a number of areas, including the MiBLSi model, the statewide system of support for Priority and Focus schools, and in implementation of regional or statewide pilot programs focusing on early literacy and other statewide priorities.

In order to effectively utilize this learning from the field of implementation sciences, MDE is working to build in short-term implementation review cycles into more statewide activities. This not only includes a focus on gathering and analyzing implementation data at the state level, but also building in school, district, and regional support functions that also utilize this cycle. This approach was also introduced to several statewide initiatives starting in 2014 through the use of the delivery model mechanism for planning and analysis, developed by the Education Delivery Institute (EDI), and utilized in similar efforts in Kentucky and Massachusetts. It is hoped this approach will help address issues identified in capacity and implementation structure for the statewide systems of support.

Implementation Drivers

Increasing accountability and establishing a tiered framework of support within schools requires changes at every level of the system. New skills are required by educators with regard to instructional practice selection, delivery, data collection, decision-making, and using data to improve instruction. Additionally, the systems that support ongoing improvement and sustainability must be created or enhanced (Blase, Van Dyke, Fixsen, Duda, Horner, & Sugai, 2009; Gilbert, 1978).

Implementation drivers are processes that can be leveraged to improve competence and to create a more hospitable organizational and systems environment for an evidence-based program or practice (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh & Goodman, 2015). These implementation components are categorized into three areas: competency, organization, and leadership.

The competency drivers refer to the selection, training and coaching of staff. The organization drivers refer to a decision support data system, facilitative administration, and systems intervention. The leadership drivers refer to adaptive and technical leadership. All of the drivers are integrated and compensatory.

Implementation drivers focus on developing individual competencies around the application of evidence-based practices, developing the organizational system to support effective individuals, and developing leadership capacity to coordinate and manage the process. School Leadership Teams will guide the implementation process and provide guidance and coordination of implementation efforts at the school-wide level. An emphasis is placed on developing and building implementation capacity and systems of support that are sustained over time.

Stages of Implementation

It is clear that sustainable results from complex implementation efforts take an investment of time and resources for multiple years. It is a recursive process with steps that are focused on achieving benefits for children, families, provider organizations, human service systems, and communities.

The five stages of implementation that are modified from the National Implementation Research Network (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Goodman, 2013) will guide the work of the SSIP. The stages include:

1. Exploration/Adoption
2. Installation
3. Initial Implementation
4. Elaboration
5. Continuous Improvement/Regeneration

The stages are not linear as each impacts the other in complex ways. For example, sustainability factors are very much a part of exploration and full implementation directly impacts sustainability. Careful consideration of facilitating schools and districts through stages of implementation in the delivery of effective and efficient professional development increases the probability of successful outcomes.

4(c) A description of how implementation of improvement strategies will address identified root causes for low performance and ultimately build capacity to achieve the S-iMR for students with disabilities.

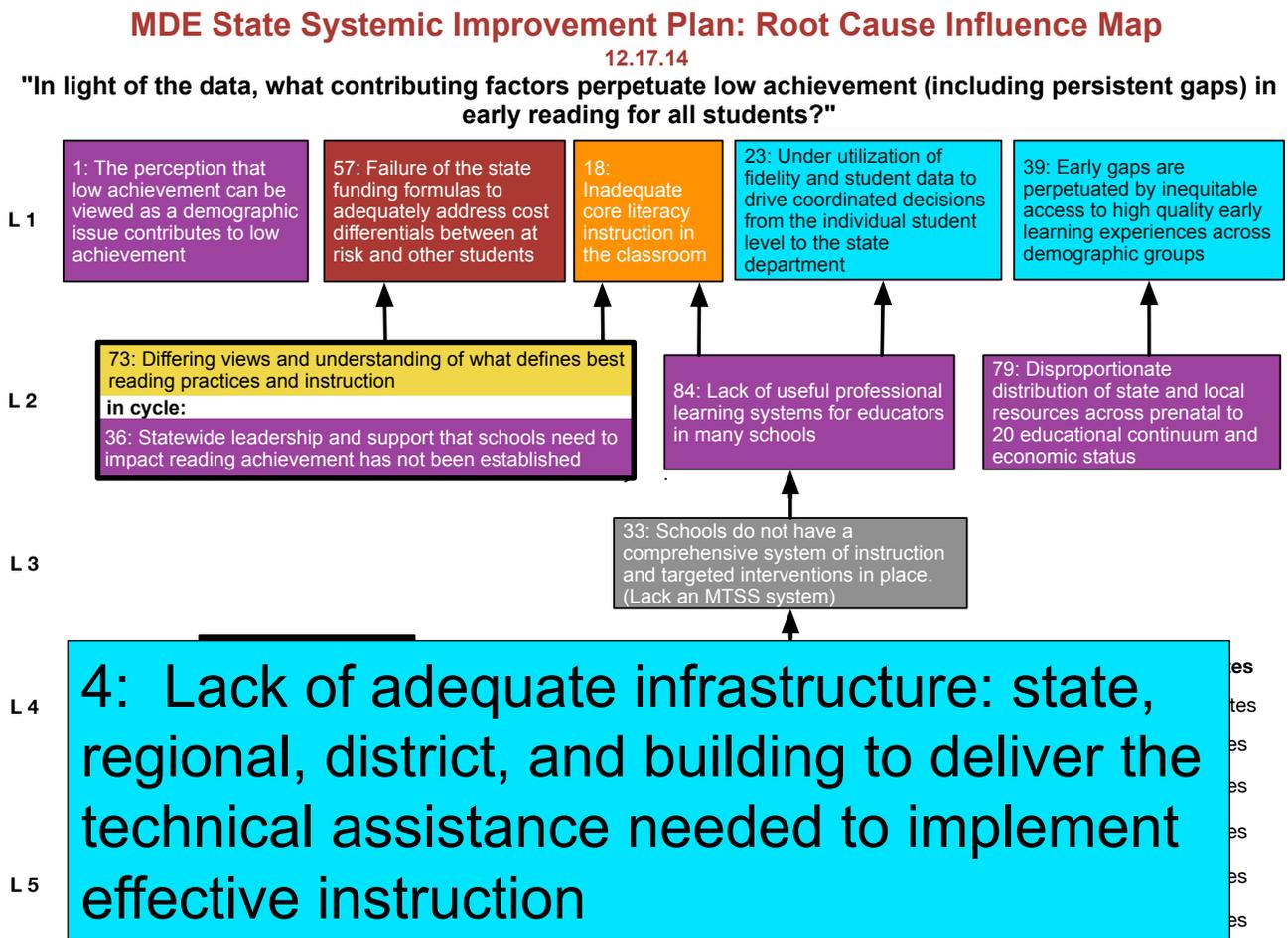
OSEP will consider:

- The likelihood that the improvement strategies will address the root causes leading to poor performance.
- The extent to which the improvement strategies are based on an implementation framework and will support systemic change.

Addressing Root Causes Leading to Poor Performance

As has been discussed in several sections of this report, an extensive root cause analysis was completed in December of 2014. The stakeholder group assembled for that work, as seen in Figure 33, identified the deepest driver to be: **Lack of infrastructure – state, regional, district, and building – to deliver the technical assistance needed to implement effective instruction.**

Figure 33: Root Cause Influence Map for Low Performance in Early Reading



Supporting Systemic Change

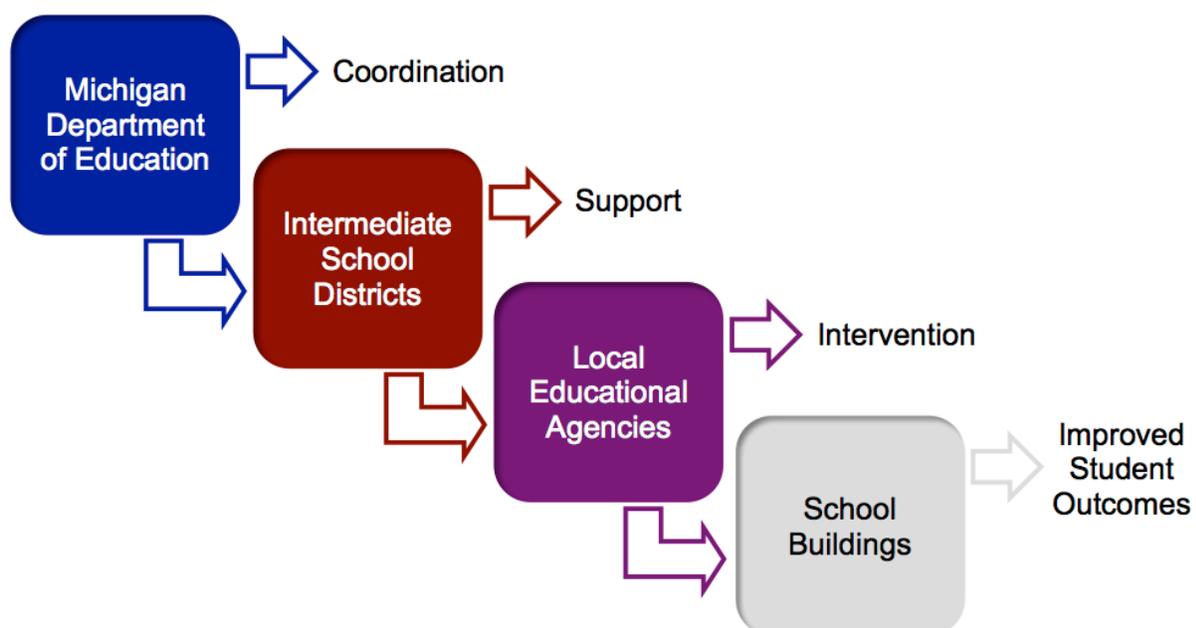
The input provided during the root cause stakeholder session, taken in conjunction with the data and infrastructure analyses, has led Michigan to strategically expand the SSIP work beyond the OSE to the department as a whole.

In order to affect system change, four system components need to drive the change.

1. **Alignment:** Promote and structure the work to develop continuity of goals, priorities, resources, and use of personnel between the state education agency, ISD, LEA, and the school.
2. **Sustainability:** Through adherence to implementation science, attention is given to the stages of implementation and the implementation drivers. As a result, sustainable success is a much more likely occurrence than current practice, because energy and efforts complement each other and are moving in the same direction.
3. **Capacity Development:** By considering the alignment of priorities and resources of the state education agency, ISD, LEA, and the schools, required materials, training, and personnel are identified and developed before implementation begins.
4. **Durability:** Alignment between the entities and a development of redundancy in capacity help create durability to weather the factors that tend to render educational initiatives as inefficient, or short-lived.

By orienting toward system improvement, the infrastructure components identified during the root cause analysis can be constructed. The MDE will be designed to coordinate improvement effort; ISDs will work in support of both MDE and their LEAs; LEAs will receive coordinated support for effective intervention; and school buildings and educators will be supported in their efforts to improve outcomes for all students, including students with an IEP.

Figure 34: System Roles



4(d) A description of how the selection of coherent improvement strategies include strategies identified through Data and State Infrastructure Analyses that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices which will improve results for students with disabilities.

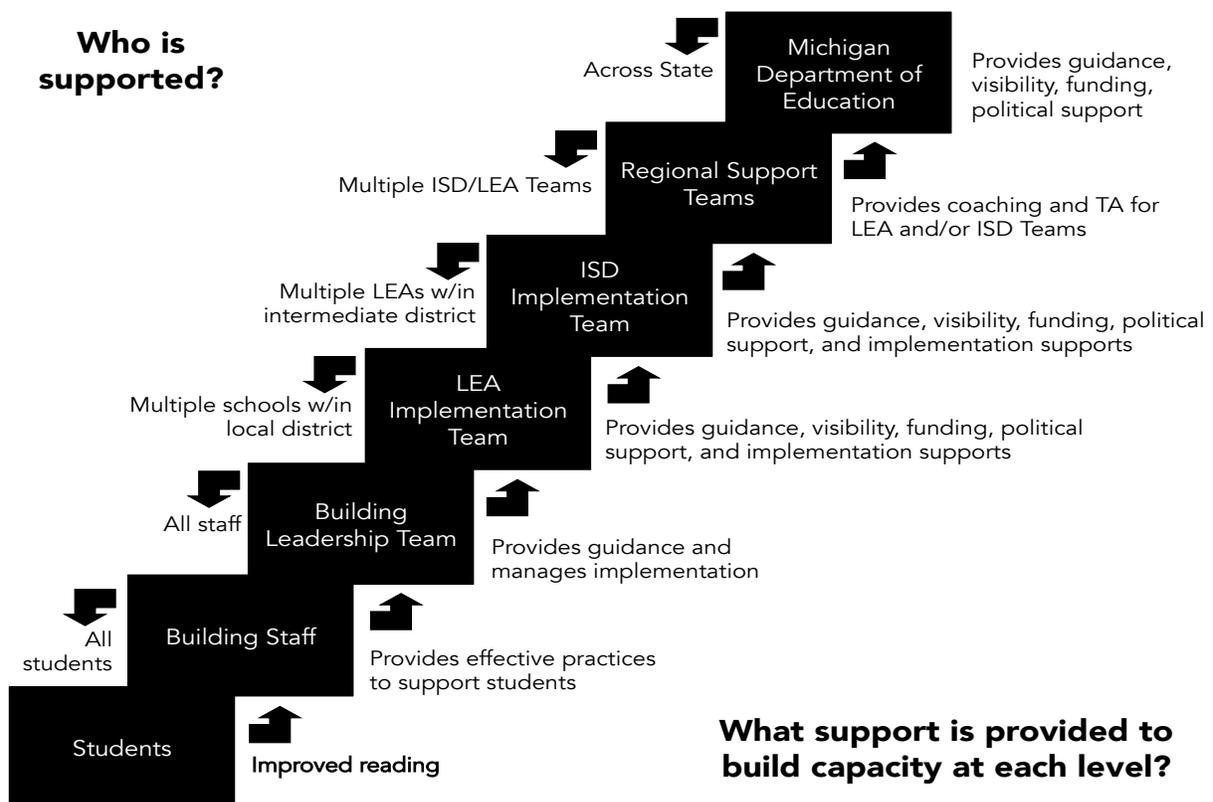
OSEP will consider:

- The extent to which the improvement strategies will address the areas of need identified within and across systems at multiple levels (e.g. State, LEA, school) and build the capacity of the State, LEA, and school to improve the S-iMR.
- The adequacy of the plan to implement and scale up the improvement strategies.

Addressing Need at Multiple Levels of the System

Figure 35 depicts the cascading educational system and demonstrates the emphasis across practices and structures at different levels. The work starts at the student level, identifying the major outcomes to accomplish. Moving up along the cascade, structures are identified that provide support for each previous layer and the activities or practices associated with each level.

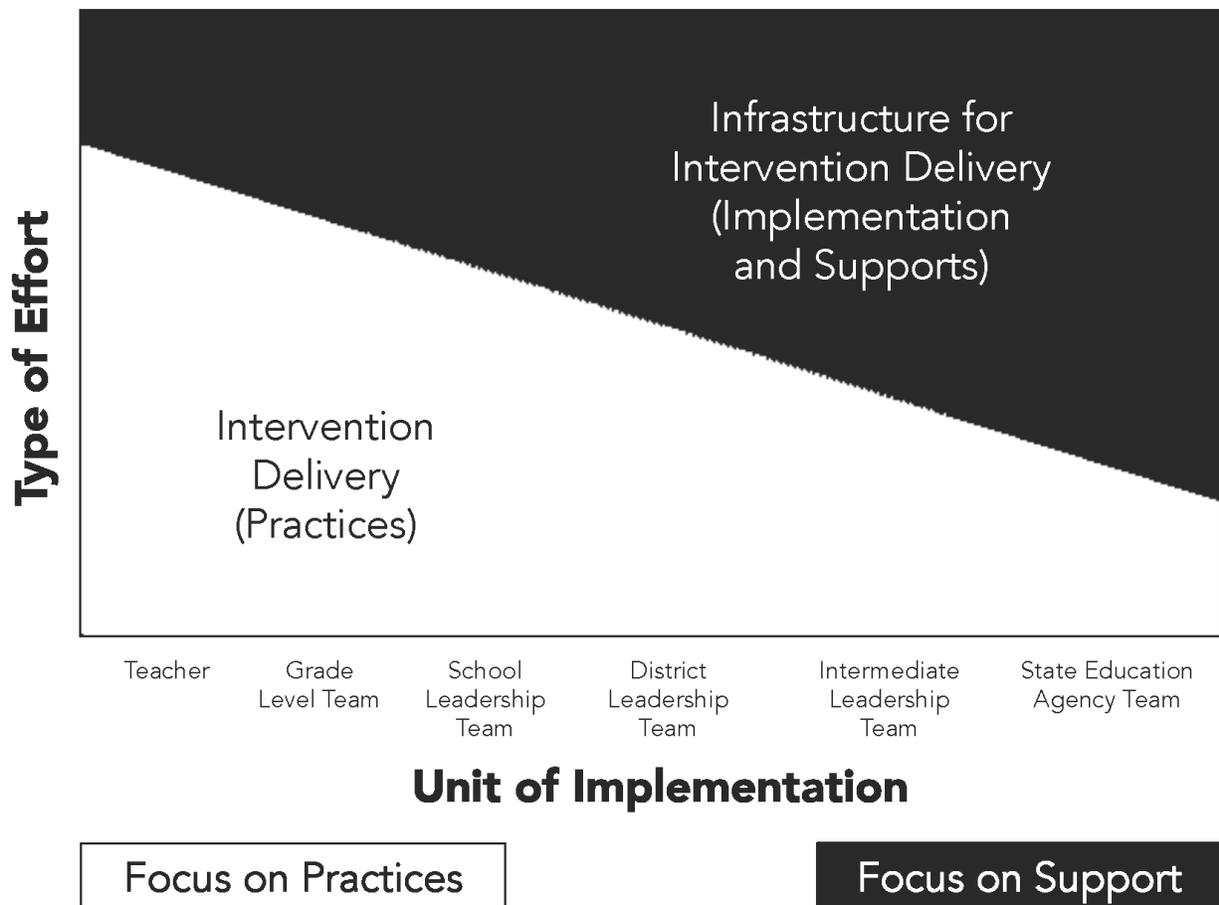
Figure 35: Cascading Model of Support



For teachers, the primary focus is on delivering the effective instruction to students that (1) include evidence-based practices, (2) is matched to student need, (3) is applied with adequate time and (4) implemented with fidelity. The building leadership team responsibilities are to ensure that teachers have access to PD and guidance on effective instruction. The building team also utilizes school-wide data to better allocate resources to achieve the schools’ goals.

As the level of cascading system moves further away from the teacher/student interaction, the focus shifts more from the practices themselves to the implementation processes and external supports. At the district level, there is often still a role in selecting particular practices, but there is much more of an emphasis on how to get those practices into place through methods that are durable.

Figure 36: Focus of Effort



An important feature of the educational system is that all levels contribute in some way to produce successful student outcomes. As information, resources and supports are disseminated to each preceding level, it is also important to send feedback up the cascade to improve system alignment and program quality.

Answering of the following questions increases the understanding of each level of the cascading system:

- What level of the system is being analyzed?
- What is the purpose of this level of the system?
- What are the activities associated with this level of the system?
- Who are the direct receivers of the identified level of the system?
- How is success for this level of the system defined?

An initial analysis of these questions has been completed by the SSIP Development Team and is available in Appendix I: Building Capacity to Support Local Improvement. Further development of this table will be completed during phase II of the SSIP.

Building Capacity at the State Level

Throughout the course of the Phase I analyses, it was determined that a process for identifying the needs of the field, disseminating resources, differentiating response, and evaluating the success of these effort within the collective divisions and offices of the MDE were nascent, at best. Too often the state was a barrier to change rather than a partner.

As a state, the MDE is working to design systems that support local improvement, and also model collaborative effort. The MDE's work in providing support involves setting policy and removing implementation barriers with the department at the ISD, LEA and school levels. It is critical that the SSIP efforts are embedded in the broader MDE initiatives and required improvement plans. The SSIP Phase I work has been embedded in the MDE's submission of the ESEA Flexibility Renewal Application.

One particular component of the application is the requirement that the state describe its process for building SEA, LEA, and school capacity to improve student outcomes. The SSIP Leads have been members of the ESEA Flexibility Renewal Application workgroup to ensure alignment with the SSIP infrastructure analysis and coherent improvement strategy development. MDE will use the infrastructure components of the SSIP as the framework for building internal MDE capacity during Phase II of the SSIP.

To build its internal capacity, the MDE will leverage existing projects and efforts. Core features of the tiered framework of support will include:

- Practices that are evidence-based and matched to need of students
- Implementation supports that ensure the practices are implemented with fidelity
- Evaluation for continuous improvement
- Systems that create "host" environments focused on improved student outcomes, including allocation of resources and alignment of system components

Building Capacity at the LEA Level

The MDE must focus on developing local district capacity. Local implementation capacity development means an investment that focuses on leadership, coordination, training, coaching, TA and evaluation. As the MDE develops its own strategies and practices, protocols will be constructed and shared with local districts in an iterative improvement

process. The MDE seeks to collaborate with districts to determine needs and identify evidence-based practices to address those needs. Disseminating effective practices and building problem solving skills across the system, starting at the MDE level, is the priority.

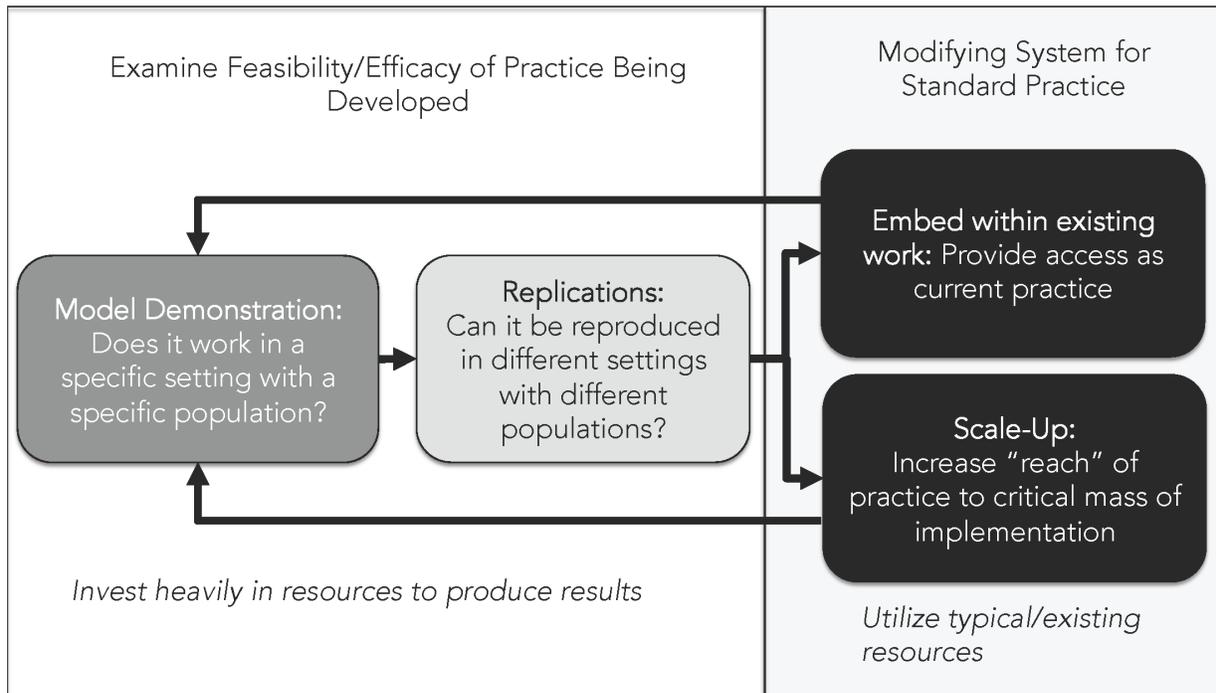
As the SSIP Development Team looks ahead to Phase II of the SSIP Infrastructure and Plan development, a pilot project with multiple MDE offices with the intent of supporting implementation of tiered frameworks of support is being considered. The purpose of the pilot project would be to develop model demonstrations with structures to support a continuous quality improvement process for the implementation of a tiered framework of supports.

The goal of the pilot is to build local capacity at the ISD and LEA and to also set the stage for improving and scaling the strategies and organizational structures learned from the pilot project. The pilot would align supports across MDE offices and ensure cohesion with critical initiatives including the emerging early literacy work. Selection of participating ISDs and LEAs will reflect geographic and demographic diversity (size, urban versus rural, race, socio-economic status), experience, and previous success with supporting district-wide change efforts, community and agency involvement, as well as a need to improve academic performance.

Adequacy of Strategy to Implement and Scale Up

Figure 37 illustrates the logic on learning through a pilot project, replicating results and then working to scale-up the successful demonstrations. Model demonstration work invests heavily in program support to show how the program can work in producing successful outcomes (Ervin, Schaughency, Goodman, McGlinchey, & Matthews, 2007). Learning from the model demonstration is then applied to other settings and populations further refining the model. Eventually, the model is scaled-up utilizing the successful strategies and practices for effective implementation.

Figure 37: Moving from Model Demonstration to Standard Practice



To develop and learn from the pilot, a Rapid-Cycle Problem Solving (RCPS) approach would be utilized. RCPS is a focused, iterative improvement process using "Plan-Do-Study-Act" method to work out problems with initial implementation of a practice or to improve a practice that is in place.

4(e) A description of stakeholder involvement in the selection of coherent improvement strategies.

OSEP will consider the extent to which:

- Multiple internal and external stakeholders were engaged in identifying improvement activities.

Robust methodologies must be used to engage stakeholders to define the work, identify barriers, and determine strategies that must be implemented for the change the MDE was seeking to occur. Success is contingent on engaging the requisite variety of perspective that, collectively, can conceptualize a robust solution. Structured Dialogue was utilized prior to the SSIP and will continue as one of the methodologies used through all phases of the work.

The SSIP Development Team focused on establishing broad coherent improvement strategies during the analysis phase of the SSIP, knowing continued stakeholder engagement will be critical in subsequent phases, including the development of the plan. Figures 38 and 39 include some of the perspectives included in the work thus far, inclusive of identifying improvement strategies.

Figure 38: TA System Development Stakeholder Perspectives (not all inclusive)

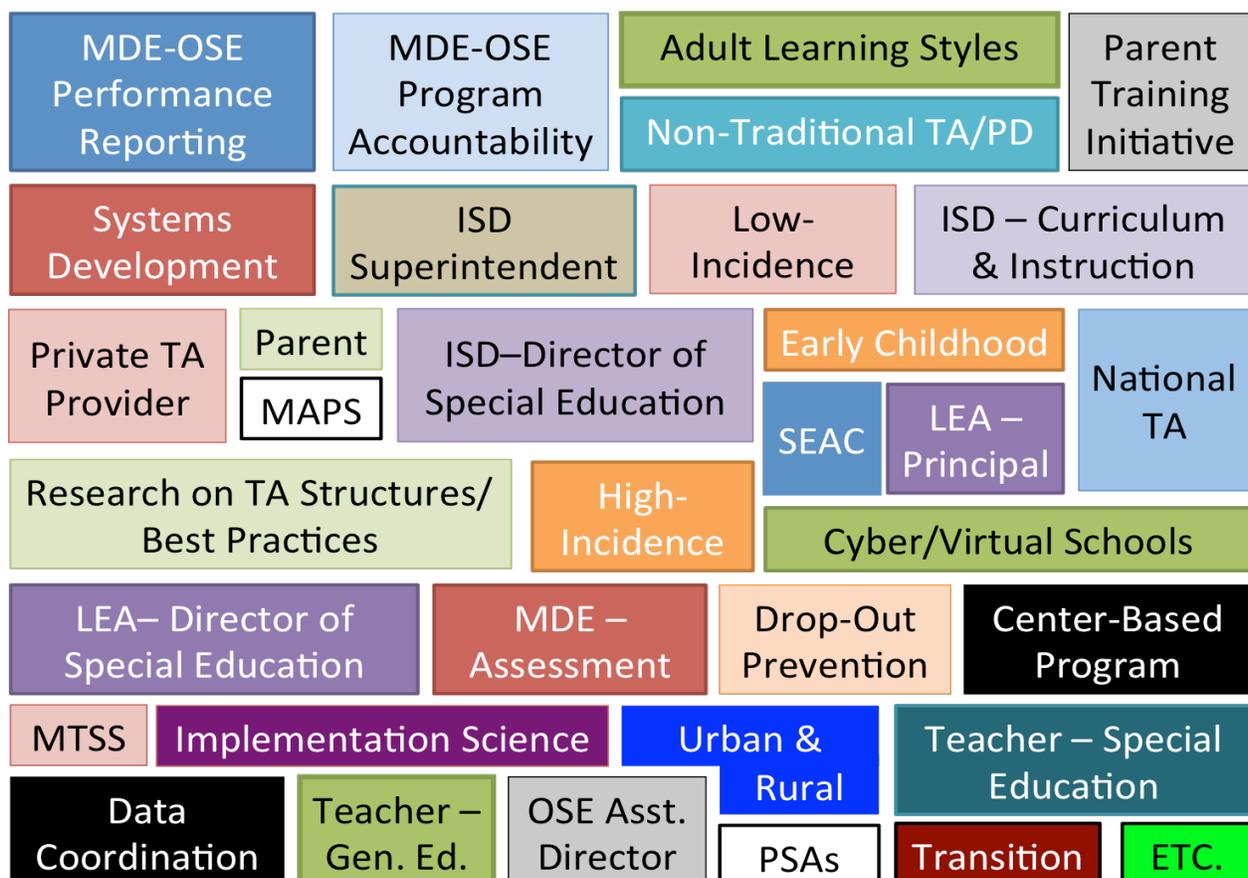


Figure 39: SSIP Root Cause Stakeholder Perspectives Identified

African-American	Instructional Technology	Safety & school culture
Arabic/Middle Eastern	ISD Director of Special Education	School Improvement
Assessment	ISD Superintendent	School meal programs
Career & Technical Education	Legislators/Reps from Governor's Office	School Reform Researcher
Caucasian	Literacy Expert - Practitioner	Staff Development Expert
Charter school/PSA	Literacy Expert - Research	State Board of Education
Communications Expert	Local Curriculum Director	State Support Networks (coaches, facilitators, etc.)
Data (analyst)	Local Director of Special Education	Student who is gifted/talented
Data (utility)	Local School Board	Student who struggles
Drop-out Expert	Local Superintendent	Suburban
Dyslexia Expert	IDEA Grant Funded Initiatives (OSE)	Teacher - Gen Ed - Focus School
Early Childhood / Office of Great Start	Middle School	Teacher - Gen Ed - Priority School
Early Literacy	Middle School	Teacher - Gen Ed - Rewards School
Elementary	Native American Student Expert	Teacher - Sp. Ed. - Focus School
English Language Learner Expert	Online learning expert	Teacher - Sp. Ed. - Priority School
Evaluator	Parent of a student who struggles	Teacher - Sp. Ed. - Reward School
Finance	Parent of student who is gifted/talented	Technical Assistance Provider - National
High School	Policy	Technical Assistance Provider - ISD Level
Higher Ed (Gen. Ed.)	Principal - Focus School	Technical Assistance Provider - State Level
Higher Ed (Sp. Ed.)	Principal - Priority School	Title One Coordinator
Hispanic	Principal - Rewards School	Urban
Implementation Science	Rural	

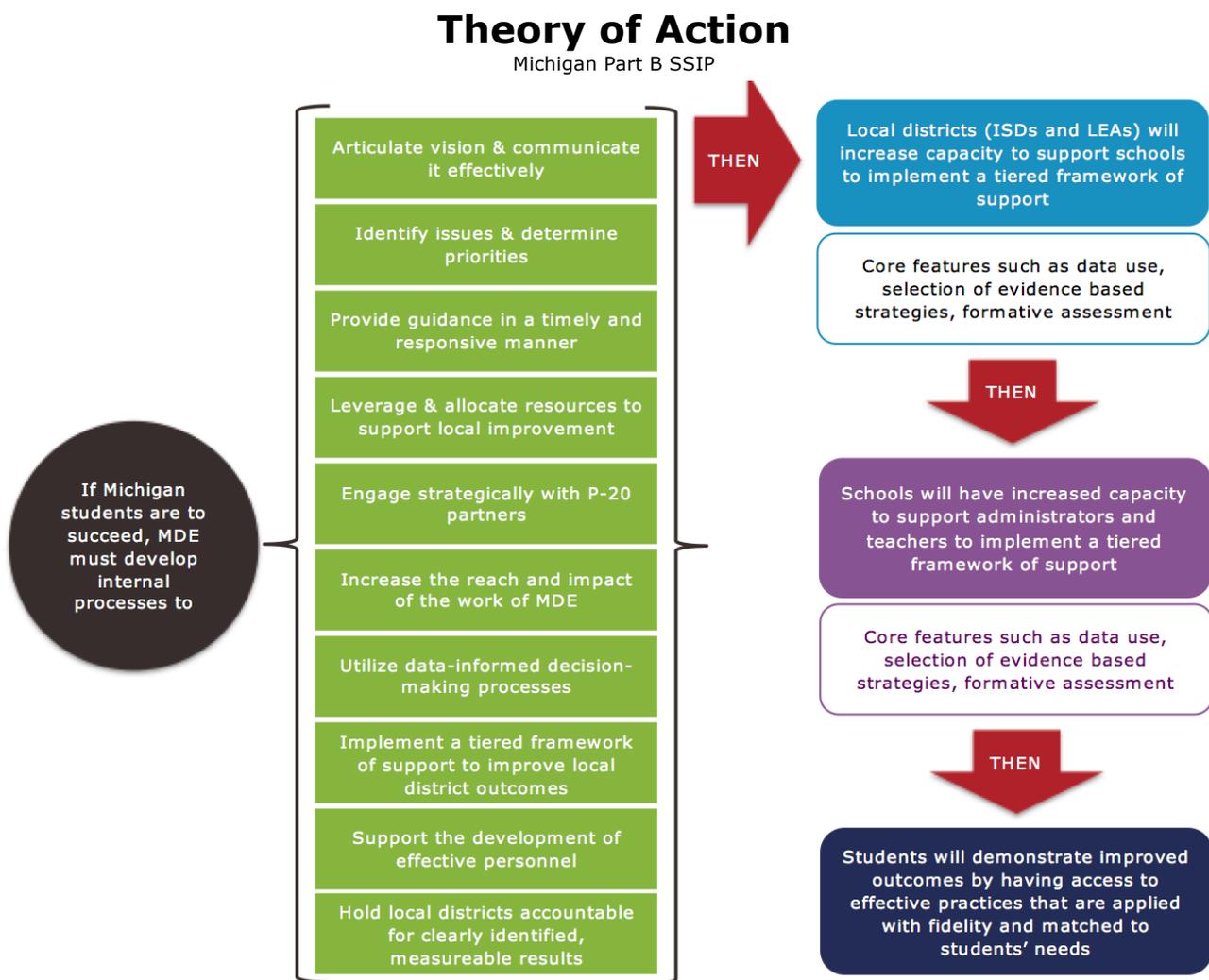
Component #5: Theory of Action

5(a) A graphic illustration that shows the rationale of how implementing a coherent set of improvement strategies will increase the State’s capacity to lead to meaningful change in LEAs.

OSEP will consider the extent to which:

- ➔ The relationship between the improvement strategies and their intended outputs and outcomes is logical.

Figure 40: Michigan’s SSIP Theory of Action for Systems Change



5(b) A description of how the graphic illustration shows the rationale of how implementing a coherent set of improvement strategies will lead to the achievement of improved results for students with disabilities.

OSEP will consider:

- ⇒ The likelihood that the theory of action will lead to the S-iMR.

Theory of Action Rationale

"An essential property of a system is that it cannot be divided into independent parts. That its properties derive out of the interaction of its parts, and not the actions of its parts taken separately."

-Russell Ackoff

Systems science indicates that effort focused on improving individual parts of a system separately will not improve the overall performance of the system. While reading is the measureable student outcome identified within the SSIP, absent a coordinated, cohesive, and collaborative system the efforts will ultimately fail. As has been stated numerous times throughout this report, the SSIP is not solely a "reading plan" but rather an overall improvement plan for MDE.

The proposed efforts defined throughout this report, and illustrated in the Theory of Action, are focused on creating internal strategies to improve the interaction within and between the MDE, ISDs, and LEAs. The Theory of Action demonstrates the capacity of a cohesive system to close the 'system gap' between the MDE, ISD, district, building, and student. It is student-centered with a focus on the functions within and between levels of the system, not the individual entities.

In order for students to be successful, they need access to effective instructional practices. In order for educators to provide effective instructional practices, they need to be supported by effective systems. Through the SSIP, the MDE will construct a logical, collaborative, tiered problem-solving process at the state level to support local districts in these efforts to improve outcomes for students.

5(c) The State describes involvement of multiple internal and external stakeholders in development of the Theory of Action.

OSEP will consider the extent to which:

- *Multiple internal and external stakeholders were involved in developing the theory of action.*

The SSIP Development Team has engaged hundreds of stakeholders across the five components of this analysis, and their collective feedback and insights are contributing to the entire analysis and informing the developing SSIP. With few exceptions (e.g. S-iMR), the SSIP Development Team engaged with stakeholders to discuss the SSIP as an improvement plan for the MDE – a systemic approach to ensure a coherent, collaborative and cohesive system to support local districts.

The MDE Theory of Action reflects the input of every stakeholder. In fact, the primary influence has been stakeholders external to the MDE. Without the engagement of these stakeholders the SSIP would most assuredly be under-conceptualized.

APPENDIX A: OSE GRANT FUNDED INITIATIVES

OSE Grant Funded Initiatives - A set of projects/initiatives funded by the Michigan Department of Education, Office of Special Education. The IDEA requires state education agencies to have in place effective general supervision systems that focus on information dissemination; training and technical assistance; personnel development for administrators, teachers, related service providers, parents, and others regarding research, evidence-based practices, and requirements of law. The IDEA authorizes use of funds for these provisions under Section 1411(e)(2)(C)(i) and (v).

Following are Michigan's OSE Grant Funded Initiatives:

Accessible Learning Environment

Focus on: universal design; accessible instructional materials, including assessments; and technology/assistive technology. Provide professional learning opportunities, support materials, and tiered technical assistance to local school districts that are focused on improving the physical and cognitive accessibility of the learning environment for all students.

Additional focus is directed at working with MDE and other state offices, other IDEA Grant Funded Initiatives, other state-funded projects and other key partners in the State and Nation in the implementation of research and evidence-based intervention and practices to improve achievement for students with disabilities.

Center for Educational Networking (CEN)

Focus on: the Center for Educational Networking helps the Michigan Department of Education (MDE), Office of Special Education (OSE) communicate to a variety of stakeholders—from parents to educators to the community at large—about topics related to the education of students with disabilities.

Michigan Alliance for Families

The Michigan Alliance for Families focuses on providing information, support, and educational learning opportunities for families who have children (birth through 26 years of age) who receive (or may be eligible to receive) special education services.

Michigan Alliance for Families is Michigan's federally funded Parent Training and Information Center.

Michigan Special Education Mediation Program (MSEMP)

The Michigan Special Education Mediation Program is designed to focus efforts to help parents, educators, and service providers develop productive relationships for resolving issues in early intervention and special education.

This project provides several options that can help avoid disputes and resolve them early, including Mediation, Facilitation, and Training.

APPENDIX A: OSE GRANT FUNDED INITIATIVES

Part B • State Systemic Improvement Plan: Phase I

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Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

Focus on: The Michigan Integrated Behavior and Learning Support Initiative provides a statewide structured model to create local capacity for an integrated behavior and reading Multi-Tiered System of Support (MTSS) that can be implemented with fidelity, is durable over time, and utilizes data-based decision making at all levels of implementation support.

MiBLSi is in the on-going process of creating a sustainable and scalable statewide system of support.

Michigan Transition Outcomes Project (MI-TOP)

Focus on: The Michigan Transition Outcomes Project (MI-TOP) facilitates the development of effective systems that support students to achieve positive postsecondary outcomes. The project supports the implementation of effective transition practices to ensure all students are prepared for postsecondary education, employment, and independent living.

Reaching and Teaching Struggling Learners (RTSL)

The Reaching and Teaching Struggling Learners initiative focuses on guiding post secondary schools through a three-year cohort program that focuses on improving school culture and academic success, especially in math and literacy, through the use of evidence-based practices (EBPs) customized to a school's specific needs.

Additional emphasis is placed on dropout prevention and post secondary successes and directed to providing instructional interventions and solutions to provide positive results that will strengthen and sustain the program.

Statewide Autism Resources and Training Project (START)

The START project's focus is to provide evidence-based training, technical assistance, and resources to educators in Michigan that serve students with Autism Spectrum Disorders (ASD). The project efforts are focused on making systems level changes to improve the educational programming for students with ASD.

They further enhance their reach statewide via a Regional Collaborative Network system that includes school professionals, parent representatives, and community partners to provide local supports.

APPENDIX B: SSIP DATA TEAM

INTERNAL STAKEHOLDERS	
Dan Leeds	Office of Evaluations, Strategic Research, and Accountability
Oren Christmas	Office of Special Education
Julie Treviño	Office of Special Education
Michael Radke	Office of Field Services
Stephen Best	Office of Education Improvement and Innovation
Teri Johnson Chapman	Office of Special Education
David Judd	Office of Standards and Assessment
Erika Bolig	Office of Evaluations, Strategic Research, and Accountability
EXTERNAL STAKEHOLDERS	
Andrew Henry	Red Cedar Solutions Group
Steve Goodman	Michigan’s Integrated Behavior and Learning Support Initiative
Anna Harms	Michigan’s Integrated Behavior and Learning Support Initiative
Dan Schreier	Office of Special Education Programs
Brad Rose	External Evaluator
Susan Davis	IDEA Data Center
Michelle Richard	Public Sector Consultants
Various	IDEA Grant Funded Initiatives Directors
Various	Special Education Advisory Committee members
Jeff Diedrich	State Systemic Improvement Plan
Jennifer Huisken LaPointe	State Systemic Improvement Plan

APPENDIX C: EARLY READING INITIATIVE - PROPOSED OUTLINE AND FUNDING

Part B • State Systemic Improvement Plan: Phase I

Michigan

	Location	FY16 Recommendation
Programs for ALL Parents		
Parents University (pilot)	35a	\$ 1,000.00
Targeted Parent/Caregivers programs for children needing additional assistance		
Child Care Changes (federal funds)	MDE	\$ 23,600.00
Expanded Home Visiting Programs (ISDs for parenting skills, ID of children needing special services)	32p	\$ 5,000.00
Reforms for ALL students (K - 3rd Grade)		
Research-based professional development tied to revised early literacy standards (1/2 year)	35b	\$ 950.00
Require new elementary teachers to pass an assessment of reading instruction as part of their certification process (one-time)	35c	\$ 500.00
Diagnostic Screening		
Evidence-based literacy diagnostic tools	35d	\$ 500.00
Evidence-based teacher and principal professional development in assessments and data interpretation (1/2 year)	35d	\$ 950.00
Targeted Interventions for students needing additional support		
Investment in literacy coaches for K-3 teachers (competitive ISD application)	35e	\$ 3,000.00
Additional instructional time (best practice = \$95 per kindergarten pupil)	35f	\$ 10,000.00
Oversight		
Commission outside of state government	E.O.	\$ -
State research clearinghouse that identifies, develops and shares best practices	35g	\$ 500.00
Metrics		
Kindergarten Entry Assessment	104	\$ 1,600.00
Grades 1 & 2 Assessments	104	\$ 1,000.00

* An additional \$1 million is provided for implementation costs

SAF	\$ 25,000.00
Federal	\$ 23,600.00
Total:	\$ 48,600.00

Other Related Initiatives	Location
Pathways to Potential (DHS imbedded social workers in at-risk elementary schools)	DHS
Best Practices Grants (incentives for districts that implement literacy and mathematics diagnostic tools for pupils in kindergarten through grade 3) - \$30 million	22f
Technology Readiness Infrastructure Grants (Ensures data systems can handle evidence-based literacy diagnostic tools - \$25 million)	22i
Library operations payments increased to nearly \$10 million	MDE

2/9/15

APPENDIX D: METHODOLOGY FOR DETERMINING BASELINE

Michigan's Methodology for Determining Baseline

The SSIP development team used aggregated Curriculum Based Measurement (CBM) data to determine the FFY 2013 baseline and targets for the State-identified Measurable Result (S-iMR) for FFY 2014 through FFY 2018 reporting years.

The CBM data is a statewide sample of kindergarten through third grade students (K-3) with an Individualized Education Program (IEP) who demonstrate a level of performance as measured against a benchmark value.

A proportions test was used to determine if the percentage of students with an IEP in the CBM sample were different from the percentage of students with an IEP in the general population for kindergarten, first grade, second grade and third grade. Results indicated that there was a statistical difference between the CBM sample and the general population for kindergarten through third grades. In addition, the team noted that as students progress through school, later grades see a higher proportion of students with an IEP than earlier grades.

Based on these results the team decided to apply weights to the CBM data. Weighting provides a more stable aggregate percentage of students in K-3 reading at or above benchmark as measured by a CBM. Through this method, each grade within a particular year receives a weight that affects the aggregate score; it provides a more valid measure as additional schools move to the use of a CBM, allowing for a better year-to-year comparison of the SSIP; weighting also minimizes the effect of students moving between general education and special education; and addresses possible sampling error.

In general, the weighted average baseline was calculated by dividing the total weighted values of the percentage of students with an IEP at or above benchmark on a CBM by the total weight of the percentage of students with an IEP compared to the total student population.

Presented in Table 1 are the data and resulting total population/sample weight value for the percentage of students with an IEP compared to the total student population. The total student population for K-3 were obtained using the certified Michigan Student Data System record submission for fall 2013. Students with an IEP were identified using the fall 2013 special education count data for birth to 26 years of age.

Displayed in Table 2 are the data and calculations used to determine the CBM S-iMR weights for grades K-3. The CBM sample data contained variables that identified the total number of students and the number of students with an IEP that were at or above benchmark.

APPENDIX D: METHODOLOGY FOR DETERMINING BASELINE

Calculating the Population/Sample Weights

The total population/sample weight was determined by calculating:

- Percentage of students with an IEP in the state for grades K-3 (Column B)
- Percentage of students with an IEP in the CBM data for grades K-3 (Column D)
- Population/sample weight for each K-3 grade (Column B ÷ Column D)
- Totaling the population/sample weight for each K-3 grade.

The total K through 3 student population was 473,249 and the total number of students in the CBM sample was 47,678. Both are used as the denominator in the calculations.

Table 1: Calculation of Population/Sample Weights by Grade					
	Column A	Column B*	Column C	Column D*	Column E*
Variable	Population	% Pop.	CBM	% CBM	Weight
Kindergarten (SWIEP)	10,463	.0221	318	.0067	3.2985
Grade 1 (SWIEP)	12,327	.0260	369	0.0077	3.3766
Grade 2 (SWIEP)	12,709	.0269	417	0.0087	3.0920
Grade 3 (SWIEP)	14,014	.0296	464	0.0097	3.0515
				Total Weights	12.8186
Calculation		Column A ÷ 473,249		Column C ÷ 47,678	Column B ÷ Column D

*Values rounded to the fourth decimal place.

Calculating the CBM S-iMR Weights

The total CBM S-iMR weight was determined by:

- Calculating the percentage of students with an IEP at or above benchmark for grades K-3 (Column 3)
- Using the respective population/sample weights from Table 1, Column E (Column 4)
- Calculating the weighted percentage at or above benchmark (Column 3 X Column 4)
- Totaling the percentage at or above benchmark weight for each K-3 grade.

APPENDIX D: METHODOLOGY FOR DETERMINING BASELINE

Table 2: Calculation of CBM S-iMR Weights by Grade for Students with an IEP					
	Column 1	Column 2	Column 3*	Column 4*	Column 5*
Grade	Number of students	Number of students at or above benchmark	Percent of students at or above benchmark	Weights	Weighted percent at or above benchmark
Kindergarten	318	152	0.4780	3.2837	1.5696
Grade 1	369	157	0.4255	3.3340	1.4186
Grade 2	417	164	0.3933	3.0416	1.1963
Grade 3	464	204	0.4397	3.0142	1.3253
				Total	5.5098
Calculation			Column 2 ÷ Column 1	Column E Table 1	Column 3 X Column 4

*Values rounded to the fourth decimal place.

Baseline that is being reported for FFY 2013 Part B SPP/APR Indicator 17 reporting was calculated by dividing the total CBM S-iMR weight by the population/sample weight [(5.5098/12.8186)*100].

Baseline and Rigorous Targets					
The percentage of students in grades K through 3 with an IEP in participating schools who achieve benchmark status in reading as defined by a Curriculum Based Measurement.					
Baseline	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
42.98	44.00	45.00	47.00	50.00	53.00

APPENDIX E: SEAC FEEDBACK SUMMARY FOR INDICATOR B17

Part B • State Systemic Improvement Plan: Phase I

Michigan

Michigan Special Education Advisory Committee Feedback on State Performance Plan (SPP) Indicator #17 – State Systemic Improvement Plan

March 4, 2015

One of the duties of the Special Education Advisory Panel (SEAC) is to advise the SEA in developing evaluations and reporting data to the Secretary under section 618 of the Act. As Michigan's Individuals with Disabilities Education Act (IDEA) mandated State Advisory Panel, we have regularly engaged in providing feedback on performance indicators. SPP #17 State Systemic Improvement Plan (SSIP), a 'comprehensive, ambitious yet achievable multi-year plan for improving results for children with disabilities' represents a significant departure from the State Performance Plan (SPP) work on which we have provided feedback in the past. We applaud the work of the department in their endeavors to use this indicator as a means to alignment of the overall system of supporting school districts as those districts work to improve achievement for all students, including students with IEPs.

To provide this feedback, the SEAC engaged in learning over time. On November 5, 2014, the Michigan Department of Education Office of Special Education (MDE-OSE) presented an overview of the SPP #17 to provide context for the indicator and phase one activities for the plan. Subsequent presentations on December 3, 2014 and February 4, 2015 provided the panel with information about the selection of a focus area, identification of a target and analysis of data around that target. On March 4, 2015, our advice and counsel was requested regarding the focus of the change, the performance measure targeted, the data and its analysis and the targets. The SEAC welcomes this opportunity to provide its feedback on this opportunity to improve the educational system.

The members of the SEAC greeted whole-heartedly the alignment of efforts within the State Department of Education as the focus of the state systemic improvement plan. Coordination of efforts within the State Department of Education can only improve the relationship between the efforts of the State with what happens at the classroom and student level. We would be remiss if we failed to comment on the challenge of defining a performance target and targets before development of a plan to coordinate efforts, the proverbial 'putting the cart before the horse.' Deciding what to measure before figuring out what to do seems premature at best and dangerous at worse, given that what we measure is what we pay attention to.

As a panel, we are tremendously concerned about improved outcomes for all students, in particular for students with IEPs. No work is more important. Improving the overall system by aligning and coordinating the efforts of the Michigan Department of Education is an essential first step. Will this change result in improvement in educational performance? Certainly that is our hope, however, improvement in educational performance is dependent on a whole host of factors, not the least of which being the plan of action. Given that the State Systemic Improvement Plan is to be developed next, setting targets must be done with sufficient caution as to not set in motion actions that once again produce little in the way of results. It is our fondest hope that will not be the

APPENDIX E: SEAC FEEDBACK SUMMARY FOR INDICATOR B17

Part B • State Systemic Improvement Plan: Phase I

Michigan

case.

The SEAC welcomes this opportunity to provide feedback to the MDE-OSE with regard to the State Systemic Improvement Plan as follows:

Does the focus on system change, that is, on alignment of efforts within the State Department of Education make sense?

The SEAC is in agreement with the focus on alignment of efforts within the State Department of Education. There is a need for coordination between efforts within the Department and alignment of those efforts will support improved implementation at the local level. For many of us, the current system of multiple efforts directed by multiple departments is broken and must be fixed. Over time, a coordinated, alignment and consistent system will help all of us to move out of our 'lanes' and separate traditions and onto a shared focus on results for all. We encourage the MDE to develop a one-page description of the intent and purpose of this system change effort so we can help the Department communicate the importance and urgency of this work.

Does reading as the measure make sense?

The culture of reading is an organizing focus of the Michigan Department of Education with a central goal of promoting early childhood learning and development so all Michigan children read proficiently by the end of grade three. Aligning and coordinating efforts within the MDE is essential if we are to collectively improve. Is the connection between tracking reading performance and aligning the system within the MDE clear? When explained, yes. The connection, however, is not as clear as we might hope. The alignment of the system will take time and results not evident for a generation. That is not to suggest that this effort should not proceed. Rather, with regard to the clarity of the connection between the measure and system alignment, it is not as clear as it might seem to those outside the MDE and requires a greater degree of stretch to see the connection than we would advise.

The MDE-OSE is required to pick a student-level improvement measure as part of Phase One of the State Systemic Improvement Plan. Reading has been selected as our measure, our 'tooth pick' to determine if we are moving closer or further away from making a difference in the education of students with IEPs. We are in general agreement with the measure, recognizing we must start somewhere. We offer some cautions however with regard to this measure. First, reading as the measure excludes non-readers and improvement in performance for them. Second, changes in reading performance in students with IEPs may not be reflective of system change depending on the specific needs of the students. Disaggregating the data by students with IEPs and reading difficulties from all students with IEPs might help in determining what might be a function of the system change vs. other factors. Third, other measures such as behavior or mathematics or a combination of measures could be used to assess system improvement. We hope that other measures will be included as part of the plan evaluation as the plan is developed. Last, we caution about the use of student performance measures as a means to assess system change. Ultimately, alignment of system and change in the nature of the

APPENDIX E: SEAC FEEDBACK SUMMARY FOR INDICATOR B17

Part B • State Systemic Improvement Plan: Phase I

Michigan

relationship between the Michigan Department of Education, and intermediate and local educational agencies is a change in culture. Measures of student reading performance may not help us determine if change being pursued is being achieved.

Does the data being used make sense? Does the analysis of these data make sense?

The SEAC was presented with compelling data on third grade reading proficiency, the degree of improvement in that proficiency in the past five years and the number of years for all children to achieve proficiency given the current rate of change. The current data is sobering: failing to change will result in more children, including those with IEPs falling behind and experiencing a host of negative consequences because of their inability to read. The connection between system alignment and moving the needle on these data is more complex than it may appear. The sources of this information should be either more clearly defined or be broader.

Correlation between performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and proficiency on third grade reading performance is being used as a means to determine the degree of improvement in reading performance for students with IEPs. The use of curriculum-based measures such as the DIBELS, Aimsweb or easy CBM has been suggested as options to provide formative information on reading progress. While these measures are all curriculum-based measures, they do not measure the same things and may not be perfectly aligned. As such, the correlation found between DIBELS and third grade proficiency may or may not be there for Aimsweb or easy CBM.

In considering the analysis of the DIBELS results data on students with disabilities who are at or above benchmark in kindergarten, first, second and third grade, we wonder if the use of simple arithmetic to analyze gain makes sense. Looking at gains over time within grade may not be indicative of gains in performance overall. Further, some of our members have concerns about the small number of students represented in these data and if those small numbers are representative of the diversity within our state.

Do the targets presented make sense? Specifically, are these targets ambitious yet achievable in improving results for children with disabilities?

Given the information presented to the SEAC, the targets as proposed appear to be ambitious. To the question of achievable, we are less sure. Their achievability is subject to a number of variables, not the least of which being the plan to support achieving them. Therein lies the dilemma for the SEAC: we are being asked to give feedback on a measure being identified by the State and to provide feedback on a set ambitious yet achievable targets in the absence of a plan. We have no disagreement with the need for system improvement. We have no disagreement with the premise that coordinating and aligning efforts within the Michigan Department of Education would improve education. We agree that reading is a fundamental skill for school success and in its absence, all students, including students with IEPs fail to learn and perform as well as we would like. We recognize the challenge that the MDE-OSE faced with Phase One of the State Systemic Improvement Plan: to define a student improvement measure and to set targets. We understand why reading was chosen as the measure. It is the establishment of targets

APPENDIX E: SEAC FEEDBACK SUMMARY FOR INDICATOR B17

Part B • State Systemic Improvement Plan: Phase I

Michigan

where we have the most challenge.

Determining if something is ambitious yet achievable is directly related to what one proposes to do. While we know that the intent is to improve the system by aligning efforts with the Michigan Department of Education, the specifics of what will be done is yet to be defined. Given the degree of improvement in reading the past five years, change greater than the current rate of change seems ambitious and meeting that would be a good thing. Given the historical relationship between the establishment of targets at the state level and consequences for local districts, some members of the panel wonder what happens if their district receives findings on this indicator and is required to develop a corrective action plan. Therein lies our concern: how do we do this, how do we improve? We need your plan to give this kind of advice and counsel.

The Michigan Special Education Advisory Committee welcomes the opportunity to provide feedback to the Michigan Department of Education Office of Special Education on the State Systemic Improvement Plan. The panel finds this work to be challenging, given the complexity of the effort, the target, the analysis of the data and the targets set. This challenge is made even larger in the absence of the plan to improve, the second phase of the SSIP. We appreciate the time invested with the panel regarding the SSIP and look forward to being engaged in subsequent development. Likewise, we look forward to the fruits of aligning efforts within the Michigan Department of Education. Ultimately, the hope of these efforts is to improve outcomes for students with IEPs and in doing so, impact the lives and success of these children. The panel remains a committed partner with the Michigan Department of Education and Office of Special Education in doing that work and looks forward to offering our advice and counsel as this work moves forward.

APPENDIX E: SEAC FEEDBACK SUMMARY FOR INDICATOR B17

Part B • State Systemic Improvement Plan: Phase I

Michigan

2014-15 Michigan Special Education Advisory Committee

Celena Barnes, Detroit MI:
Member At-Large

Barbara Brish, Commerce MI:
Member At-Large

Michel DeJulian, Grosse Ile MI:
Michigan Association of School Social
Workers

Mary Ann Deschaine, Frankenmuth MI:
Michigan Association of Nonpublic Schools

Paulette Duggins, Bloomfield Hills MI:
Member At-Large

Sharon Dusney, Garden City MI:
Michigan Association of School
Psychologists

Jason Feig, Fowlerville MI:
Michigan Association of Secondary
Schools Principals

Latika Fenderson, Eastpointe MI:
American Federation of Teachers
Michigan

Bruce Ferguson, DeWitt MI:
Autism Society of Michigan

Dorie France, Pickford MI:
Member At-Large

Maggie Kolk, Fremont MI:
The Arc Michigan

Frank Liberati, Allen Park MI:
Member At-Large

Kimberly Love, Birmingham MI:
Michigan Association of Public School
Academies

Mark McKulsky, Hale MI:
Michigan Association of School Boards

Nicole Miller, Buckley MI:
Member At-Large

Wendy Minor, Mattawan MI: Michigan
Council for Exceptional Children

Caryn Pack-Ivey, Detroit MI: Michigan
Alliance for Families

John Patterson, Kalamazoo MI:
Member At-Large

Sue Pearson, Fowlerville MI:
Michigan Association of Local Special
Education Administrators

John Searles, Midland MI:
Michigan Association of School
Administrators

Jane Shank, Interlochen MI:
Association for Children's Mental Health

Richard Spring, Charlevoix MI:
Michigan Association of Teachers of
Children with Emotional Impairments

Lori Haindl Torres, St. Joseph MI:
Michigan Speech - Language - Hearing

Association

Jennifer Trackwell, Howell MI:
Michigan Transition Services Association

Mary Vrantanina, Indian River MI:
Michigan Association of Intermediate
School Administrators

Janis Weckstein, Clare MI:
Michigan Association of Administrators of
Special Education

Vicki White, Lansing MI:
Learning Disabilities Association of
Michigan

**APPENDIX F: STRUCTURED DIALOGUE - TECHNICAL ASSISTANCE SYSTEM
INFLUENCE MAPS: VISION • BARRIERS • ACTIONS**

Part B • State Systemic Improvement Plan: Phase I

Michigan

Triggering Questions:

VISION

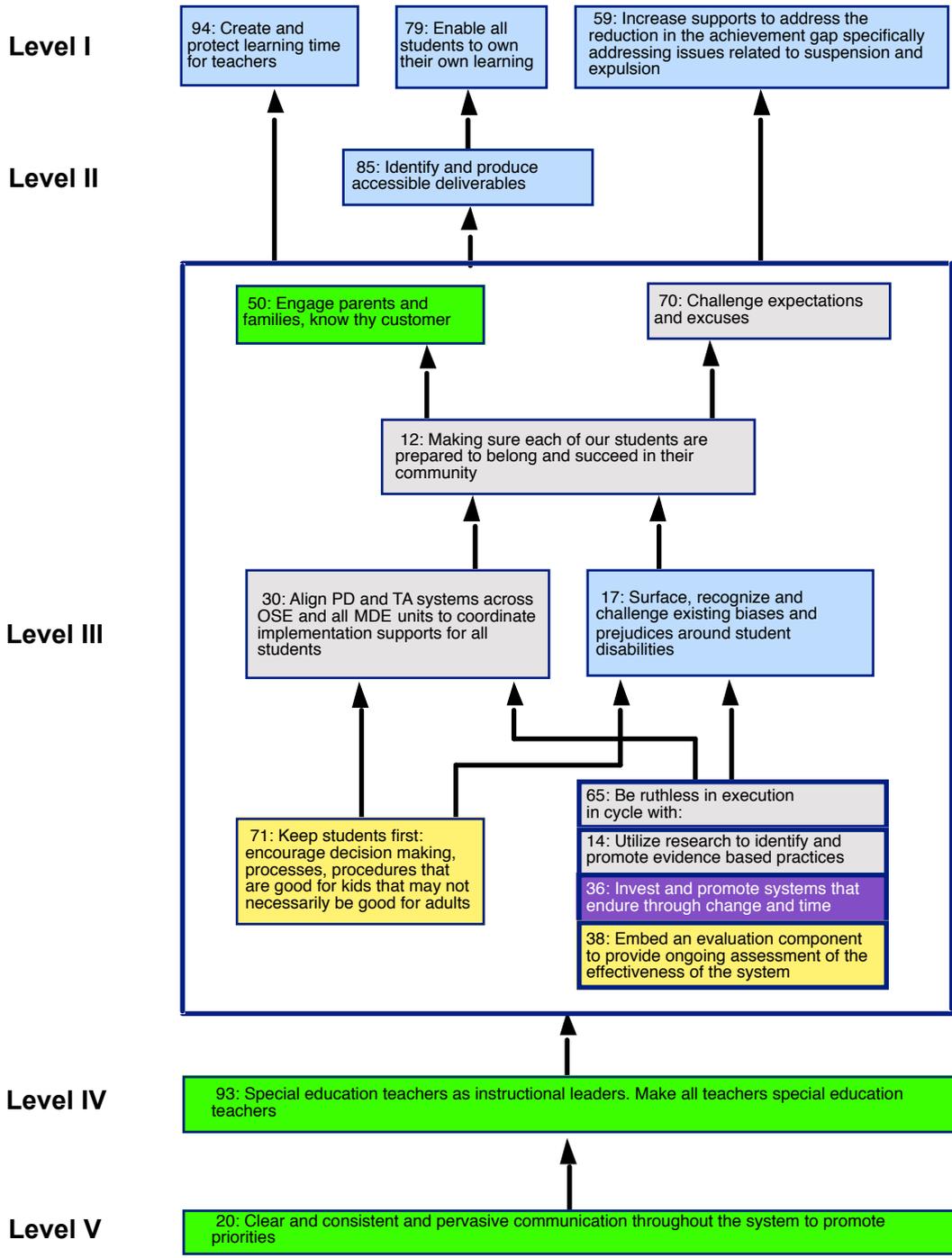
“What do you think a responsive, state-level PD & TA system ‘ought to be’ to support district needs around improving outcomes for students with disabilities?”

BARRIERS

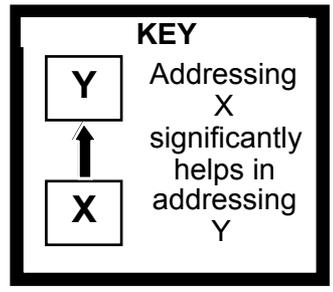
What are the Barriers to a responsive, state-level PD & TA system to support district needs around improving outcomes for students with disabilities?

ACTIONS

What ACTIONS must be adopted and implemented to overcome the identified barriers to create a responsive, state-level PD & TA system to support district needs around improving outcomes for students with disabilities?”

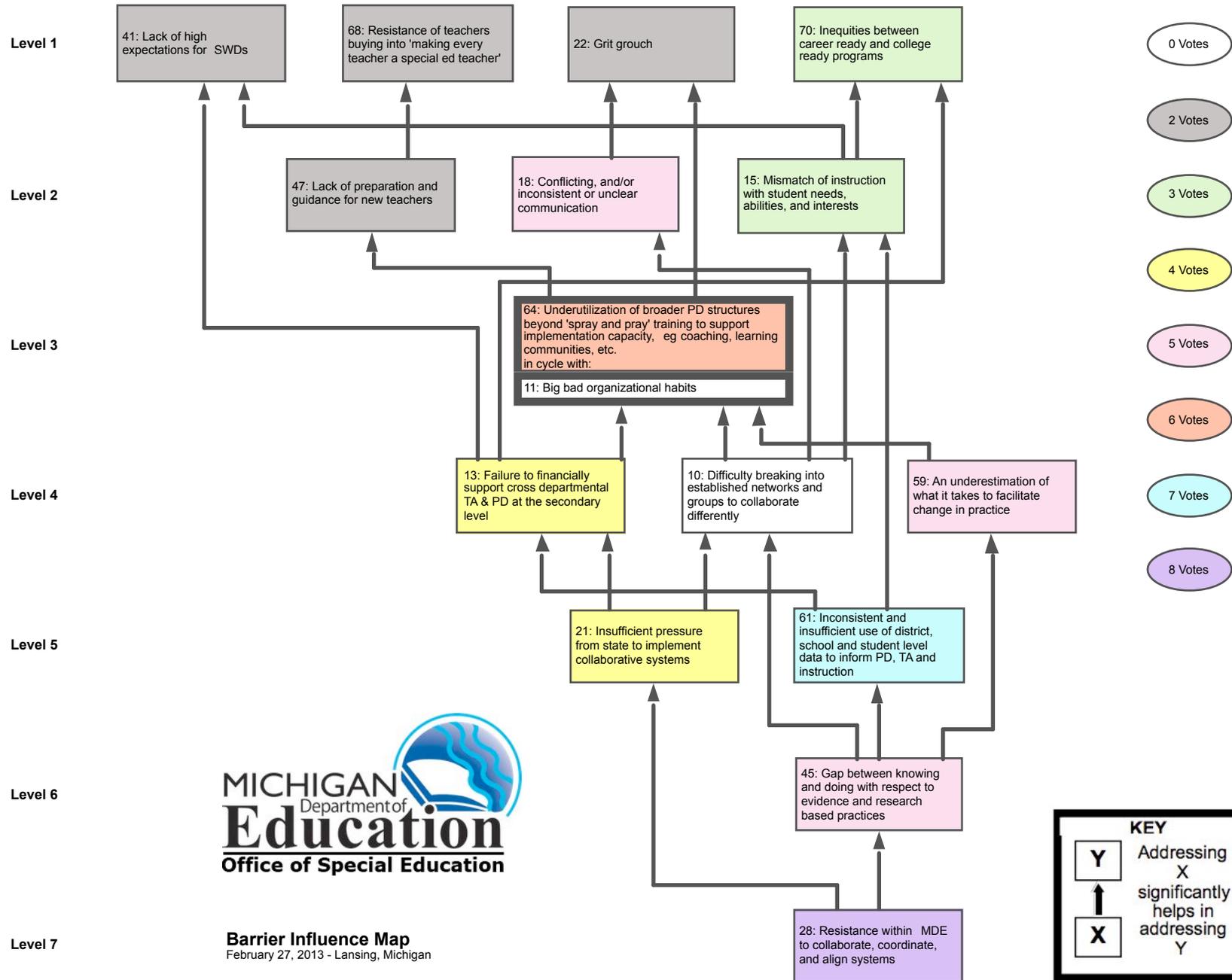


-  = 3 Votes
-  = 4 Votes
-  = 6 Votes
-  = 7 Votes
-  = 9 Votes

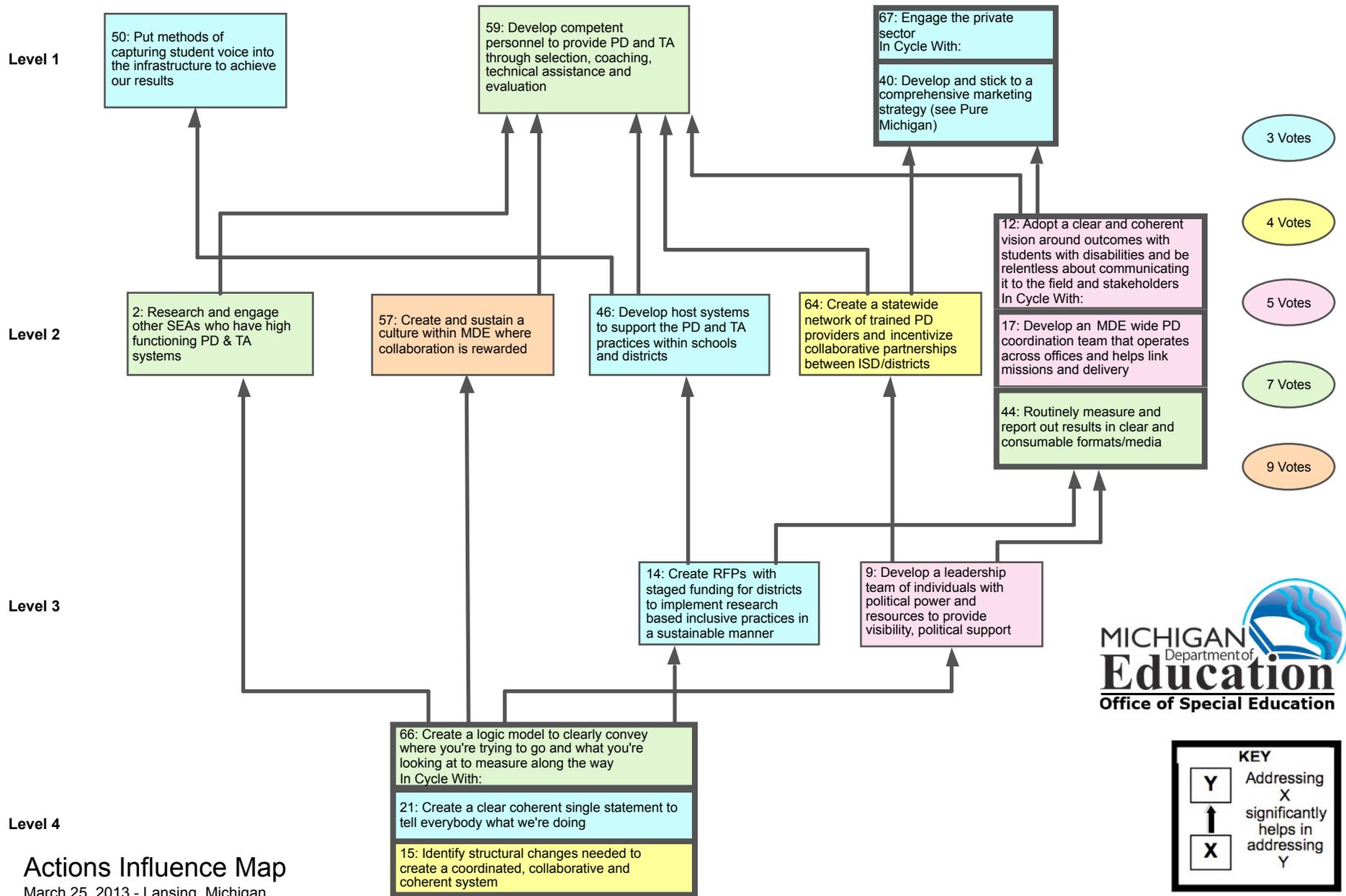


Triggering Question:
"What do you think a responsive, state-level PD & TA system 'ought to be' to support district needs around improving outcomes for students with disabilities?"

Triggering Question:
What are the Barriers to a responsive, state-level PD & TA system to support district needs around improving outcomes for students with disabilities?



Triggering Question: What ACTIONS must be adopted and implemented to overcome the identified barriers to create a responsive, state-level PD & TA system to support district needs around improving outcomes for students with disabilities?"



Actions Influence Map
March 25, 2013 - Lansing, Michigan

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

MDE Infrastructure Survey

State Systemic Improvement Plan

As you are aware, cross office collaboration is a major focus for the Michigan Department of Education. In support of that effort and aligned with the development of a comprehensive State Systemic Improvement Plan (SSIP) to be submitted to the U.S. Department of Education, we are conducting an Infrastructure Analysis for which your reflective and thoughtful input is critical.

We are asking Directors to work with appropriate staff within their office to provide reflective, comprehensive responses. We hope the survey will afford opportunities for your office to think about the successes, ongoing challenges, and upcoming opportunities to improve collaboration to support districts in their efforts to improve student outcomes.

1. Complete the survey in this document and email to Jeff Diedrich (Diedrichj@michigan.gov) & Jennifer Huisken LaPointe (HuiskenLaPointeJ@michigan.gov).
2. Complete the electronic survey available at: <http://www.surveygizmo.com/s3/1759824/MDE-Infrastructure-Survey>

Please submit only **ONE response per office**.

FINAL SURVEY is due Friday, November 21, 2014. If you have concerns regarding this timeline please contact Jen or Jeff.

NOTE:

A few of the questions within the survey are specific to **LITERACY** and those questions are indicated. All other questions are in reference to your overall office functions.

The results of this survey will inform the development of the State Systemic Improvement Plan going forward. The next steps for the development of the plan include continued data review and root cause analysis. Your office will continue to play an integral role in this iterative improvement process.

A summary of both the data and infrastructure analyses must be submitted to the U.S. Department of Education by April 1, 2015. Within the next 1-2 years we will reissue this survey to the offices.

If questions, contact Jeff Diedrich (diedrichj@michigan.gov) or Jennifer Huisken LaPointe (HuiskenLaPointeJ@michigan.gov).

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

1) Individual completing the survey

First Name:

Last Name:

Title:

Email Address:

2) Office:

- Improvement and Innovation (OEII)
- Career and Technical Education (CTE)
- Field Services (OFS)
- Special Education (OSE)
- School Reform/Redesign (SRO)
- Professional Preparation Services (OPPS)
- Standards and Assessment (OSA)
- Evaluation, Strategic Research and Accountability (OESRA)
- School Improvement (OSI)
- Assessment Business Operations (OABO)
- Other: _____

3) Key Personnel (e.g. assistant director(s), etc) in your office:

Name	Email address

APPENDIX G: INFRASTRUCTURE SURVEY

Governance

(For example, this may include How priorities are identified; What key decisions are made about how programs are developed and implemented; How policies are put in place to support it, etc.)

4) List the top 5 overarching priorities for your office:

Priority:

Priority:

Priority:

Priority:

Priority:

5) Describe the process(es) used by your office for identifying priorities:

6) Describe the organizational structure of your office (attach org chart, etc. if you prefer):

7) Total staff (number):

Civil Service:	
Contracted (working on behalf of your office):	

8) What are the **strengths** of your office related to Governance?

9) What are the **weaknesses** of your office related to Governance?

10) While you've been completing this survey, what has been your office's "working definition" of Governance?

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

11) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Governance in your office.

12) Optional: If you have examples of policies, decision-making processes, etc. related to Governance you will have an opportunity to upload those in the electronic survey. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Fiscal

For example, this may include the underlying foundation for the financial system including the agencies/offices, information, technologies, and rules, policies and standards

13) Describe the decision-making process and factors considered when determining allocation of fiscal resources to support local district improvement.

14) Describe the system(s) your office utilizes for fiscal management.

15) What percentage of your funds support work occurring outside of your office but on behalf of your office (contracts, etc.)?

16) What are the **strengths of your office related to Fiscal?**

17) What are the **weaknesses of your office related to Fiscal?**

18) While you've been completing the survey, what has been your office's "working definition" of Fiscal?

19) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Fiscal in your office.

20) Optional: We have obtained your budget from MDE. You will have an opportunity to upload additional documents if relevant to understanding the fiscal aspects of your office in the electronic survey. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Defining Quality Standards

For example, this may include requirements, specifications, guidelines and characteristics that are used consistently to ensure that processes and services meet documented expectations, are aligned with best practice, and meet the needs of the system

21) Describe the process to define quality standards (requirements, specifications, guidelines and characteristics) that is used consistently by your office to ensure support for local district outcomes.

22) How does your office convey the articulated quality standards to local districts to help inform their decisions to improve student outcomes?

23) What are the **strengths of your office related to Quality Standards?**

24) What are the **weaknesses of your office related to Quality Standards?**

25) While you've been completing the survey, what has been your office's "working definition" of Quality Standards?

26) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Quality Standards in your office.

27) Optional: Select 1-2 representative programs from your office. You will have an opportunity to upload supporting documents related to Quality Standards in the electronic survey. If you have standards specific to LITERACY please include as one of your representative programs. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

Supports to local districts to improve outcomes for students

For example, this may include support via facilitated learning opportunities and/or targeted assistance based on unique needs

28) Describe how your office determines the level of support (e.g. technical assistance &/or professional development) to local districts necessary to improve outcomes for students.

29) Identify up to 10 effective types of TA or PD your office provides in the area of LITERACY:

Name of initiative/effort (if appropriate):	Describe the Components/ Core Features:	Target Audience:	# of Years Implemented:

30) Does your office have a single point of contact designated for districts to initially route questions?

YES NO

If you answered YES to the above question, please explain below. If NO, skip question 31.

31) Explain

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

32) What capacity (people, skills, and systems) does your office have related to Supports to Local Districts?

33) What are the **strengths of your office related to Supports to Local Districts?**
(Consider both service delivery model and resources)

34) What are the **weaknesses of your office related to Supports to Local Districts?**
(Consider both service delivery model and resources)

35) While you've been completing the survey, what has been your office's "working definition" for Supports to Local Districts?

36) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Supports to Local Districts in your office.

37) Optional: Select representative examples of Supports to Local Districts from your office. You will have an opportunity to upload supporting documents related to Supports to Local Districts in the electronic survey. If you have examples specific to LITERACY please include. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Communications

For example, this may include the interchange of thoughts/ideas through a variety of methods

38) How does your office share information with staff?

39) How does your office share information with staff working on your behalf (contractors, coaches, funded projects, etc.)?

40) How does your office share information with local districts?

41) How does your office share information with other MDE offices?

42) What capacity (people, skills, and systems) does your office have related to Communications? Please provide an overall rank for your office in the identified areas:

On a scale of 1 (very poor) to 5 (excellent)

Ability to listen and clarify verbally:

1	2	3	4	5
<input type="checkbox"/>				

Ability to write guidance for educators:

1	2	3	4	5
<input type="checkbox"/>				

Ability to write guidance for parents or the public:

1	2	3	4	5
<input type="checkbox"/>				

Ability to write technical processes & procedures for staff:

1	2	3	4	5
<input type="checkbox"/>				

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

Ability to write technical processes & procedures for educators:

1	2	3	4	5
<input type="checkbox"/>				

Ability to write policy or draft legislation:

1	2	3	4	5
<input type="checkbox"/>				

Ability to develop an electronic presentation (e.g. PowerPoint):

1	2	3	4	5
<input type="checkbox"/>				

Ability to present to small groups:

1	2	3	4	5
<input type="checkbox"/>				

Ability to present to large groups:

1	2	3	4	5
<input type="checkbox"/>				

43) What are the **strengths** of your office related to Communications?

44) What are the **weaknesses** of your office related to Communications?

45) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Communications in your office.

46) Optional: Select representative examples of Communications from your office. You will have an opportunity to upload supporting documents related to Communications in the electronic survey. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Data

For example, this may include informational items that can be interpreted as some kind of value

47) What sources of data does your office use? (check all that apply)

- | | | | | |
|--|--------------------------------|---------------------------------|------------------------------------|--|
| <input type="checkbox"/> mTRAX | <input type="checkbox"/> MOECS | <input type="checkbox"/> Assist | <input type="checkbox"/> MSDS | <input type="checkbox"/> Office-Specific Surveys |
| <input type="checkbox"/> REP | <input type="checkbox"/> FID | <input type="checkbox"/> SID | <input type="checkbox"/> MEGS+ | <input type="checkbox"/> CIMS |
| <input type="checkbox"/> GEMS | <input type="checkbox"/> TSDL | <input type="checkbox"/> EEM | <input type="checkbox"/> STARR/NSC | |
| <input type="checkbox"/> other (list): _____ | | | | |
| <input type="checkbox"/> other (list): _____ | | | | |

48) How does your office use data to support local district improvement (data utility)?

49) What data do your office collect from districts/schools implementing a LITERACY intervention? (If additional, please attach in email)

DATA		Existing fidelity measures?	
		YES	NO
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>

50) Describe the system your office uses that allows for measurement of student progress over time.

51) How do data inform resource allocation?

52) How does your office assess the quality of the data?

53) What capacity (people, skills, and systems) does your office have to work with data?

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

54) What are the **strengths of your office related to Data?**

55) What are the **weaknesses of your office related to Data?**

56) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Data in your office.

57) Optional: Select examples of supporting documents and/or actual Data from your office. You will have an opportunity to upload supporting documents related to Data in the electronic survey. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Monitoring and Accountability

For example, monitoring and accountability may include the system of activities that requires the regular collection of information, evaluation of that information, and institutional action as a result.

58) What primary areas of accountability does your office have for local districts?

59) How were these areas of accountability determined?

60) Describe the monitoring and accountability management systems your office has in place for districts.

61) How do you identify districts/schools for monitoring?

Based on Risk Factors? YES NO

Explain:

Based on a Cycle? YES NO

Explain (include frequency):

Based on Complaints or Issues? YES NO

Explain:

Other:

Explain:

62) Describe the procedures for updating the monitoring and accountability systems, including frequency.

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

63) What capacity (people, skills, and systems) does your office have regarding monitoring and accountability?

64) What are the **strengths of your office related to Monitoring and Accountability?**

65) What are the **weaknesses of your office related to Monitoring and Accountability?**

66) Please add any comments or observations you might have about the role, importance, challenges and or opportunities related to Monitoring & Accountability in your office.

67) Optional: Select representative examples of Monitoring & Accountability from your office. You will have an opportunity to upload supporting documents related to Monitoring & Accountability in the electronic survey. If choosing to email this completed document, please embed the area (Governance, Fiscal, etc.) in the title and attach to the email. Please note what you would like to attach here:

APPENDIX G: INFRASTRUCTURE SURVEY

Overall Office Ranking

Consider thoughtfully the components listed below and rank your office

68) Please provide an overall rank for your office in the identified areas:

On a scale of 1 (very poor) to 5 (excellent)

	1	2	3	4	5
Governance:	<input type="checkbox"/>				
Fiscal:	<input type="checkbox"/>				
Quality Standards:	<input type="checkbox"/>				
Supports to Local Districts:	<input type="checkbox"/>				
Communications:	<input type="checkbox"/>				
Data:	<input type="checkbox"/>				
Monitoring & Accountability:	<input type="checkbox"/>				

69) Please feel free to add any comments or observations you might have about the challenges and/or opportunities for cross office collaboration. Be as specific as you can.

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

Next Steps...

Moving forward it's likely we will need to conduct additional, in-depth infrastructure analysis. Please recommend others in your office or working on behalf of your office that we may want to contact.

Name:

Email Address:

Please check:

- Employee in your office
- Working on behalf of your office
- Other

Area(s) this individual can provide further insight on (check all the apply):

- Governance
- Fiscal
- Quality Standards
- Support to Districts
- Data
- Communication
- Monitoring & Accountability

Additional information (if necessary):

Name:

Email Address:

Please check:

- Employee in your office
- Working on behalf of your office
- Other

Area(s) this individual can provide further insight on (check all the apply):

- Governance
- Fiscal
- Quality Standards
- Support to Districts
- Data
- Communication
- Monitoring & Accountability

Additional information (if necessary):

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

Name:

Email Address:

Please check:

- Employee in your office
- Working on behalf of your office
- Other

Area(s) this individual can provide further insight on (check all the apply):

- Governance
- Fiscal
- Quality Standards
- Support to Districts
- Data
- Communication
- Monitoring & Accountability

Additional information (if necessary):

Name:

Email Address:

Please check:

- Employee in your office
- Working on behalf of your office
- Other

Area(s) this individual can provide further insight on (check all the apply):

- Governance
- Fiscal
- Quality Standards
- Support to Districts
- Data
- Communication
- Monitoring & Accountability

Name:

Email Address:

Please check:

- Employee in your office
- Working on behalf of your office

APPENDIX G: INFRASTRUCTURE SURVEY

Part B • State Systemic Improvement Plan: Phase I

Michigan

Other

Area(s) this individual can provide further insight on (check all the apply):

- Governance Fiscal Quality Standards
 Support to Districts Data Communication
 Monitoring & Accountability

Additional information (if necessary):

Thank You!

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

Part B • State Systemic Improvement Plan: Phase I

Michigan

High Level Business Process Overview – Office of the State Superintendent (OSS) of the MDE

Office of the State Superintendent

The State Superintendent is appointed by and responsible to the State Board of Education, which is elected at-large on a partisan basis. As the principal executive officer of the Department of Education, the Superintendent sits on Governor's Cabinet, the State Administrative Board, and acts as chair and a non-voting member of the State Board of Education. The Superintendent advises the Legislature on education policy and funding needs, as defined by the State Board of Education. The Superintendent is responsible for the implementation of bills passed by the Legislature and policies established by the State Board of Education. The Superintendent is a major spokesperson for education in the state. The Superintendent also is the primary liaison to the United States Department of Education and other federal agencies, and also provides efficient and effective management of the Department's considerable state and federal resources.

Deputy Superintendents

Susan Broman, Office of Great Start
Kyle Guerrant, Administration and School Support
Venessa Keesler, Accountability Services

Interim Deputy Superintendent:
Linda Forward, Education Services

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

Part B • State Systemic Improvement Plan: Phase I

Michigan

High Level Business Process Overview – Education Services Division (DES) of the MDE

School Reform/Redesign Office (SRO)

Division:

Education Services Division

Overview:

The School Reform/Redesign Office supervises schools that are identified as the lowest achieving 5% of schools in the state. Michigan’s approved ESEA flexibility request now designates the lowest achieving five percent of schools as Priority Schools.

- **Priority/Focus Schools:**
 - Establish policies and procedures for rapid turnaround in Priority schools.
 - Coordinate reform efforts for Priority schools across the Department of Education to ensure thorough integration of activities and monitoring of schools.
 - Strengthen teacher effectiveness in Priority schools.
 - Develop policies and strategies to support effective school leaders in Priority schools, including principals and teacher leaders.
- **School Reform:**
 - Identify, advocate and recommend policies that ensure the reallocation of academic and financial resources to support the implementation of school plans.
 - Establish policies and procedures (including redesign plan, school and district improvement plans)
 - Identify, advocate and recommend highly qualified teachers
 - Accelerate student achievement
- **School Redesign:**
 - Identify and develop tools and resources to ensure schools implement effective school redesign plans.
 - Establish policies and procedures (including redesign plan, school and district improvement plans)
 - Monitor compliance of academic and financial resources.

Special Education (OSE)

Division:

Education Services Division

Units:

Program Finance
Program Accounting
Program Reporting

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

Part B • State Systemic Improvement Plan: Phase I

Michigan

Low Incidence Outreach
Michigan School for the Deaf

Overview:

The function of the Office of Special Education (OSE) is the general supervision, administration, and funding of special education programs and services for children and youth with disabilities ages 3-21. A free appropriate public education (FAPE) is provided to eligible children according to federal statute and regulations, state statute, administrative rules, and department procedures.

The *Individuals with Disabilities Education Act* (IDEA) established two separate age segments for students with special needs. Part B refers to special education services for students ages 3 through 21. Part C refers to early intervention services for infants and toddlers with disabilities from birth to age 3.

Michigan special education services extend from birth through 25 (beyond the federal requirement of 21). Therefore, Michigan's special education services and programs serve eligible students ages birth through 25.

The OSE is tasked with implementing and monitoring Part B improvement plans. The [Office of Great Start \(OGS\)](#), in conjunction with the OSE, manages Part C services through its Early On® program. Some infants and toddlers may be eligible for special education services.

- **Supervision, administration, funding of special education programs and services**
 - Identification of eligible children and youth with disabilities and the provision of appropriate intervention and educational services per state and federal statutes.
 - Coordination and collaboration with other state departments and agencies which also provide services to the eligible population such as Departments of Community Health, Human Services and Corrections.
 - Distribution and expenditures of state aid categorical funds, department funds, and federal funds to public education agencies and others.
 - Identify, advocate and recommend highly qualified teachers
 - Accelerate student achievement

- **IDEA**
 - Oversight and coordination of all federal reporting requirements under the Individuals with Disabilities Education Act (IDEA) and its implementing regulations.
 - Oversight and implementation of all general supervision obligations under the IDEA and its implementing regulations.
 - Administer and coordinate all contractors and vendors for Administration to assure that Michigan meets its IDEA general supervision responsibilities.

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

Part B • State Systemic Improvement Plan: Phase I

Michigan

Education Improvement and Innovation (OEII)

Division:

Education Services

Units:

Curriculum & Instruction

Education Technology

Public School Academies

School Improvement Support

Overview:

The Office of Education Improvement & Innovation (OEII) promotes student learning and achievement by providing statewide leadership, guidance, and support over a wide range of programs that have a direct impact on teaching and learning, school leadership, and continuous school improvement.

- **Curriculum and Instruction**
 - The Curriculum and Instruction (C & I) unit work focuses on promoting effective instruction and innovative flexible educational options for students.
 - Identify, advocate and recommend highly qualified teachers
 - Accelerate student achievement
- **Educational Technology and Data coordination**
 - Technology Readiness
 - Seat Time Waivers
 - Grants
- **Public School Academies**
 - Communication & Collaboration
 - Unit Capacity
 - Technical Assistance
 - Public Outreach
- **School Improvement**
 - Using School Improvement Framework to aid schools and districts develop 3-5 year school improvement plans.
 - Section 1003(g) School Improvement Grants
- **MI Excel Statewide System of Support**
 - The MI Excel Program works with Title 1 Priority and Focus Schools that have not made AYP.
- **Academic Support**
 - Advanced Placement (AP)
 - Alternative Education
 - Dual Enrollment
 - International Baccalaureate (IB)
 - Talent Development
 - Testing Out

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

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Michigan

Field Services (OFS)

Division:

Education Services

Units:

- Regional Field Support
- Financial Unit
- Project Management
- Special Populations

Overview:

Field Services' primary goal is to support schools in helping all students learn and achieve high standards. Field Services team members work together to help local districts implement functional school improvement plans aligned to high standards, improve student performance on both State and local assessments, and target supplementary resources more effectively to support educators in achieving these results. The OFS is responsible for the administration of 8 Federal and 2 State grant programs for schools and school districts. The grant programs award approximately \$1,354,093,942 to school districts annually.

Programs:

Federal Programs

- Title I, Part A Improving Basic Programs, School Improvement
- Title I, Part C Education of Migratory children
- Title I, Part D Prevention & Intervention for Delinquent Children/Youth
- Title II, Part A Teacher and Principal Training and Recruiting
- Title III Language Acquisition Program and Immigrant Program Sub grants
- Title VI, Part B, Subpart 2 Rural and Low-Income School Program, SRSA districts only
- Title X, Part C McKinney-Vento Homeless Assistance Act of 2—1, Education of Homeless Children and Youth Programs
- **Federal and State Grant Administration**
 - The OFS is responsible for the administration of 8 Federal and 2 State grant programs for schools and school districts. The grant programs award approximately \$1,354,093,942 to school districts annually.
 - Monitoring implementation of School Improvement Plans, through On Site Reviews
 - Monitoring proper use of funding for high quality teachers, through On Site Reviews
 - Continuously evaluate the allowable use of resources being implemented as intended and contributing to student achievement
- **Special Populations Unit**
 - Serve English Learners, immigrant, homeless, migrant, and neglected and delinquent students
- **Financial Unit**

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- Provides allocations, budget, finance, internal controls and grant administration services
- **Regional Services Unit**
 - The Regional Services Unit organized in five regional teams. Each regional team works in an assigned region of the State, and each consultant is assigned to specific local school districts and ISDs
 - Identify, advocate and recommend highly qualified teachers
 - Accelerate student achievement

Career and Technical Education (CTE)

Division:

Education Services

Units:

- Career Planning and Education Unit
- Education and Employer Partnerships Unit
- Data, Accountability, and Technical Assessments Unit

Overview:

OCTE oversees high school instructional programs that teach students skills in a specific career cluster. Most programs offer early college credit opportunities to provide a seamless transition to postsecondary education. The mission of the office is to prepare students so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.

The reauthorization of the Carl D. Perkins Act aligns Career and Technical Education (CTE) programs with uniform standards, a focus on student outcomes, and accountability measures. The Act requires that CTE programs of instruction demonstrate that students receive rigorous instruction in both academic and technical skills and that instruction is delivered through programs of study that prepare students for postsecondary education.

A significant component of the Act is the requirement to measure technical skill achievement through the use of assessments at the completion of a CTE program. To meet this mandate, it is necessary for CTE programs in Michigan to use common standards in CTE programs of instruction.

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Michigan

High Level Business Process Overview – Accountability Services Division (DAS) of the MDE

Standards and Assessments

Division:

Accountability Services Division

Overview:

In June 2014, the Michigan Legislature required the Michigan Department of Education (MDE) to develop a new test for spring 2015, creating a need to reduce a normal three-year test development process to nine months. We have been working hard to accomplish this and are excited to announce our new assessment system called the Michigan Student Test of Educational Progress, or M-STEP.

The M-STEP will include our summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the ACT Plus Writing, WorkKeys, and M-STEP summative assessments in English language arts, mathematics, science, and social studies.

Evaluation, Strategic Research, and Accountability

Division:

Accountability services Division

Overview:

The Michigan Department of Education's (MDE) Office of Evaluation, Strategic Research and Accountability (OESRA) is committed to proactively formulate and oversee the work of collaborative research partnerships to support educational goals and priorities in the State of Michigan. This site will introduce you to evaluation and research conducted by MDE, the role of the Research Collaborative and help researchers with the data requests.

The state's education data portal, MI School Data, makes available to the public aggregate reports on Michigan's public school education system. Please click on the following link to view these data <https://www.mischooldata.org>.

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Professional Preparation Services

Division:

Accountability services

Units:

Professional Accountability

Professional Preparation and Learning

Overview:

The mission of these units is to ensure, with and through other programs and agencies, that high professional standards of quality are established, applied, and maintained in a systematic manner for: the development, design, and approval of preparation programs for pre-service educational personnel; the assessment of required skills and knowledge for certification; and the professional development of educational personnel.

Systems Integration

Division:

Accountability services

Overview:

- . The responsibilities of this office include:
 - Facilitating data coordination activities across MDE
 - State Online Assessment Technical Readiness and Reporting support
 - Program and data management of all DAS projects
 - Management for all the DAS systems (BAA Secure Site, Item Bank System, etc.)
 - Responding to assessment and accountability report and analysis state requests

The functions are described further below.

- This office supports and facilitates the work with Michigan educators, other Agencies and Offices in the State of Michigan and online and paper-based assessment vendors to successfully change the mode of statewide assessment from paper-based to online administration. As external student collection systems evolve and change, this office modifies DAS' online assessment programs and processes to ensure assessment and accountability data security and integrity is maintained. Large-scale assessment and accountability expertise is utilized to oversee the technical management and maintenance of all online and paper-based assessment system(s), including security of all assessment and accountability data. This office verifies that the appropriate data validation is performed on data inputs/outputs as part of the online assessment programs and processes so only data that meet the documented business policies are provided for use with other technical processes and functions and reporting to all customers. This office works closely with other DAS offices in the development and deployment of requisite algorithms needed for online assessment dynamic ad-hoc, student-level and summary reporting tools to support all State of Michigan educators and students.

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

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Accountability Business Operations

Division:

Accountability services

Overview:

The Office of Accountability Business Operations (OABO) is an office within the DAS. The responsibilities of this office include:

- Managing contractual and fiscal relationships with external and internal partners
- Managing federal grant programs to meet legislative and program requirements
- Initiating cost-efficient approaches for new and existing projects and programs
- Managing internal fiscal, accounting, and internal controls
- Managing internal DAS logistical and human resource needs

Contracts and Finance ensures that appropriate services are provided in order to meet educational assessment and accountability requirements and to comply with federal and state legislation, policies, and regulations. This unit also analyzes program requirements from a fiscal point of view, initiates process improvements, and oversees gathering of information and data requests related to program and human resource allocations, fiscal planning based on current and anticipated changes in federal and state legislation, and budgetary fiscal monitoring.

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High Level Business Process Overview - Administration and School Support Services (DASSS) of the MDE

State Aid and School Finance

Division:

Administration and School Support Services

Overview:

The Office of State Aid and School Finance is responsible for administering the State School Aid Act and distributing over eleven billion dollars in state funds to public school districts across the state. In addition, this office provides guidance on issues of school finance and tax policy, public school district financial accounting, various financing mechanisms available to school districts, and information on pupil accounting statutes and rules. Finally, the office provides interpretation, analysis, and coordination of Departmental activities related to the annual development of the State School Aid K-12 budget.

School Support Services

Division:

Administration and School Support Services

Overview:

Office of School Support covers a wide range of topics and programs, including school and summer meals; child and adult care food; free United States Department of Agriculture commodity food distribution; coordinated school health and safety; pupil transportation; educational technology (educational technology plans, technology literacy standards, and e-rate); and grant procurement and distribution. Please explore our website for in-depth coverage of these topics. Please feel free to contact our staff, should you require additional information.

Human Resources

Division:

Administration and School Support Services

Overview:

The mission of the Office of Human Resources is to provide quality, customer focused services to the Department of Education in support of its staffing, development and human resource management needs which are necessary for achieving the State Board's goal for Michigan education.

APPENDIX H: DESCRIPTIONS OF EACH DIVISION & OFFICE WITHIN MDE

Part B • State Systemic Improvement Plan: Phase I

Michigan

State Library

Division:

Administration and School Support Services

Overview:

The Michigan Legislature created The Library of Michigan to guarantee the people of this State and their government one perpetual institution to collect and preserve Michigan publications, conduct reference and research and support libraries statewide.

Administrative Law & Federal Relations

Division:

Administration and School Support Services

Overview:

The Office of Administrative Law is responsible for providing final decisions in administrative appeals to the agency. The primary responsibility of the Office of Administrative Law is to review the proposed decisions of administrative law judges of the Licensing and Regulatory Affairs Michigan Administrative Hearing System in cases involving the agency. These cases include appeals to the State Tenure Commission in teacher tenure matters; appeals to the Superintendent of Public Instruction in cases involving property transfers, teacher certification revocations and denials, and pupil membership audits; and other complaint and compliance matters. Failure to provide these services would result in the denial of statutory due process rights.

Financial Management

Division:

Administration and School Support Services

Overview:

The Office of Financial Management includes budget, accounting, administrative services, federal cash management, grants management, and MAIN profile and security.

The Office of Financial Management provides central support and coordination of the Department's operations, which totals over \$113 million and includes funding from over 69 distinct federal, restricted, and state programs. The Office facilitates the development of the annual agency budget in coordination with the Department of Technology, Management and Budget and the House and Senate Fiscal Agencies. In addition, the Office provides oversight of Department budgets, allotments, revenue, and expenditures.

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The Office also is responsible for all accounting and purchasing activities for the Department. This includes disbursing, recording and reporting all grants administered by the Department; collecting federal revenue and miscellaneous cash receipts; developing and securing federally approved indirect cost rates; procuring supplies and equipment; and providing mail and freight services.

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Michigan

High Level Business Process Overview - Office of Great Start (OGS) of the MDE

Child Development and Care

Division:

Office of Great Start

Overview:

The Office of Great Start has been charged with ensuring that all children birth to age eight, especially those in highest need, have access to high-quality early learning and development programs and enter kindergarten prepared for success. The Governor outlined a single set of early childhood outcomes against which all public investments will be assessed:

- Children born healthy;
- Children healthy, thriving, and developmentally on track from birth to third grade;
- Children developmentally ready to succeed in school at the time of school entry; and

Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Child Development and Care: [If you cannot afford child care, payment assistance is available to parents who meet eligibility requirements. Check out the Parent Resources section of our website for details.](#)

Early Childhood Development & Family Education

Division:

Office of Great Start

Overview:

Race to the Top-Early Learning Challenge Grant

The Office of Great Start and partners have received several requests for information on the Race to the Top Early Learning Challenge Grant (RTT-ELC). Currently we are in the process of finalizing the scope of work for approval to proceed with implementation. We will continue to post periodic updates on our Facebook page and ask that you share these with interested parties in your community. We are planning a webinar following an approved scope of work to highlight each project in greater detail. You can find Michigan's RTT-ELC Project Abstract [here](#).

For more information on the Race to the Top Early - Learning Challenge Grant please click [here](#).

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Head Start State Collaboration

Division:

Office of Great Start

Overview:

Welcome to the Head Start State Collaboration Office (HSSCO) page. Head Start is a federally funded program serving children ages birth-five that promotes school readiness by providing educational, health, nutrition, social and other comprehensive services to enrolled children and families.

The HSSCO is charged with facilitating and enhancing coordination and collaboration between Head Start agencies and other state and local entities that provide comprehensive services designed to benefit all low-income children from birth to age five and their families, as well as pregnant women. HSSCO is responsible for assisting in the building of early childhood systems including access to comprehensive services, encourage wide spread collaboration with appropriate programs and services, and facilitate the involvement of Head Start in policy and planning efforts that affect the Head Start target population and other low-income families.

HSSCO & ECIC

The HSSCO Director has been detailed to operate and function within the HSSCO priority areas as part of the Early Childhood Investment Corporation to facilitate the continued Head Start participation, connection, and to assist with the development of the major early childhood comprehensive systems building initiative in Michigan known as Great Start.

Preschool & Out-of-School Time Learning

Division:

Office of Great Start

Overview:

The Preschool & Out-of-School Time Learning group is responsible for guidance, administration of grants, eligibility, allocations and awards; determining risk factors/eligibility & prioritization;

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High Level Business Process Overview - Office of Public and Government Affairs (OPGA) of the MDE

Public and Governmental Affairs

Division:

Office of Public and Governmental Affairs

Overview:

The Office of Public and Governmental Affairs is the official source of news, information and outreach involving Michigan Department of Education and State Board of Education programs, policies and initiatives, as well as the liaison between the department and state and federal legislators.

APPENDIX I : BUILDING CAPACITY TO SUPPORT LOCAL IMPROVEMENT

Part B • State Systemic Improvement Plan: Phase I

Michigan

Level	What do we want them to do?	How will we know if it is done well?	What is needed to achieve it?	Who has direct responsibility?	Who has indirect responsibility?
Student	Read at grade level	<ul style="list-style-type: none"> • Formative assessment including Curriculum Based Measures • State Assessment 	<ul style="list-style-type: none"> • Access to effective practices matched to need, implemented with fidelity and adequate time • Access to safe, caring environment 	Teacher	School

APPENDIX I : BUILDING CAPACITY TO SUPPORT LOCAL IMPROVEMENT

Part B • State Systemic Improvement Plan: Phase I

Michigan

Level	What do we want them to do?	How will we know if it is done well?	What is needed to achieve it?	Who has direct responsibility?	Who has indirect responsibility?
Classroom Community	<ul style="list-style-type: none"> • Provide effective practices matched to their need, implemented with fidelity and adequate time • Create safe, caring, and results focused educational environment • Hold students accountable 	<ul style="list-style-type: none"> • Fidelity measures around evidence-based practices • Student outcomes 	<p>Practices</p> <ul style="list-style-type: none"> • Effective collaboration • Clear direction <p>Structures</p> <ul style="list-style-type: none"> • Data systems • Adequate time <p>Personnel</p> <ul style="list-style-type: none"> • Competency 	<ul style="list-style-type: none"> • School Leadership • School improvement team 	District

APPENDIX I : BUILDING CAPACITY TO SUPPORT LOCAL IMPROVEMENT

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Level	What do we want them to do?	How will we know if it is done well?	What is needed to achieve it?	Who has direct responsibility?	Who has indirect responsibility?
School	<ul style="list-style-type: none"> • Provide safe, caring, quality instructional environment (collaborative climate, data systems, time structure, professional learning, resources, clear direction, leadership, organizational management) [People, Information, Things] • Hold classroom community accountable 	<ul style="list-style-type: none"> • Educator effectiveness measures • Dynamic School Improvement plan • Adequate operations plan • Audit results • Measure of culture & climate • Family engagement measures • Student outcomes 	<p>Practices</p> <ul style="list-style-type: none"> • Policies & procedures • Aligned, strategic priorities • Curriculum, assessment, and instruction supports • Effective communication systems <p>Structures</p> <ul style="list-style-type: none"> • Human Resources • Fiscal management systems • District leadership Infrastructure 	<p>District Leadership</p> <ul style="list-style-type: none"> • Board • Superintendent • Administration • Business Officials 	<ul style="list-style-type: none"> • Community members • P-20 Partners

APPENDIX I : BUILDING CAPACITY TO SUPPORT LOCAL IMPROVEMENT

Part B • State Systemic Improvement Plan: Phase I

Michigan

Level	What do we want them to do?	How will we know if it is done well?	What is needed to achieve it?	Who has direct responsibility?	Who has indirect responsibility?
District	<ul style="list-style-type: none"> • Provide District leadership • Coherent infrastructure • Policies & procedures • Human Resources • Fiscal management systems • Curriculum, assessment, and instruction supports • Aligned, strategic priorities • Effective communication systems 	<ul style="list-style-type: none"> • Balanced budget • Student achievement • School effectiveness • Student enrollment • Audit results • Fidelity • Unique features: <ul style="list-style-type: none"> • Capacity to support implementation - If we do it well, It should be easier, faster, more effective 	<p>Practices</p> <ul style="list-style-type: none"> • Community support • Professional development • Policies, Procedures • Efficiency of programs and services <p>Structures</p> <ul style="list-style-type: none"> • Access to practical, user-friendly data system with display • Passing a millage • Electing board effective members • Consolidation of services • Technical Assistance • Adequate resources 	<ul style="list-style-type: none"> • Community • Board of Education 	<ul style="list-style-type: none"> • ISD • State

APPENDIX I : BUILDING CAPACITY TO SUPPORT LOCAL IMPROVEMENT

Part B • State Systemic Improvement Plan: Phase I

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Level	What do we want them to do?	How will we know if it is done well?	What is needed to achieve it?	Who has direct responsibility?	Who has indirect responsibility?
P-20 Partners	<ul style="list-style-type: none"> • Provide Professional development • Establish Policies and procedures • Consolidate services as appropriate • Allocate adequate resources • Ensure efficiency of programs and services • Provide Technical assistance 	<ul style="list-style-type: none"> • Priority and focus school exit • Reduce recidivism • Reduce priority and focus school entry • Increase reward school designations • Increase reading proficiency rates • Improved student outcomes 	<p>Practices</p> <ul style="list-style-type: none"> • Clear direction from MDE • Coordinated process of support from MDE to ensure consistency for supporting local districts • Barriers removed <p>Structures</p> <ul style="list-style-type: none"> • Practical, user-friendly data system with display 	<ul style="list-style-type: none"> • MDE offices for regulatory requirements (accountability function) • MDE partners (support function) • ISD board (comprised of district members) 	

APPENDIX I : BUILDING CAPACITY TO SUPPORT LOCAL IMPROVEMENT

Part B • State Systemic Improvement Plan: Phase I

Michigan

Level	What do we want them to do?	How will we know if it is done well?	What is needed to achieve it?	Who has direct responsibility?	Who has indirect responsibility?
MDE	To be articulated during development of Phase II of the SSIP				

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