ESEA Flexibility

Request

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U.S. Department of Education
Washington, DC 20202

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions,* which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: http://www.ed.gov/esea/flexibility for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Michael P. Flanagan Superintendent of Public Instruction	Requester's Mailing Address: Michigan Department of Education PO Box 30008 Lansing, MI 48909
State Contact for the ESEA Flexibility Request Venessa Keesler, Ph.D. and Joseph Martineau, Ph.D. Position and Office: Deputy Superintendent, Education Services and Deputy Superintendent, Accountability Services Contact's Mailing Address: Michigan Department of Education PO Box 30008 Lansing, MI 48909 Telephone: (517) 335-0011 Fax: (517) 335-4565 Email address: keeslerv@michigan.gov and martineauj@michigan.gov	
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: (517) 335-0011
Signature of the Chief State School Officer: X_____	Date:
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☐ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools (see Attachment 12). (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

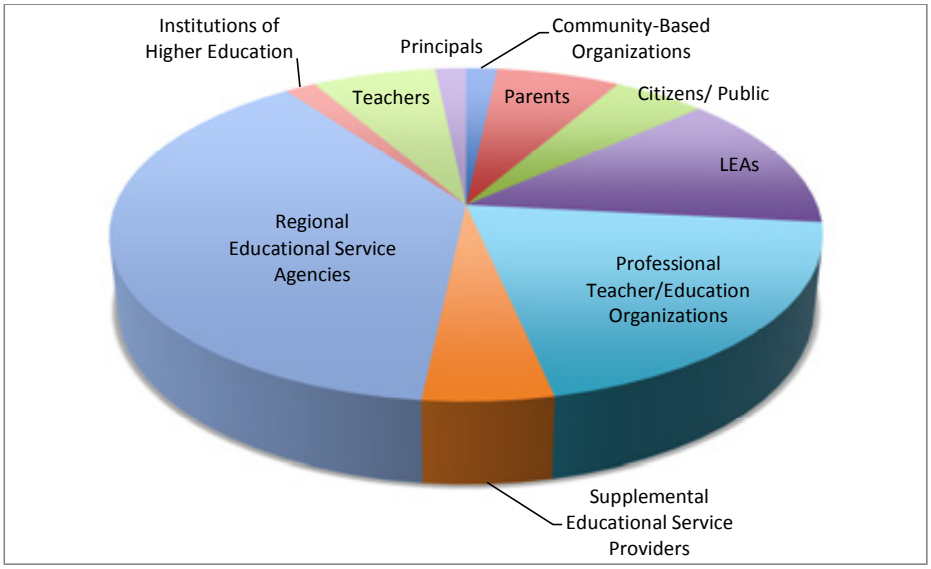
The Michigan Department of Education (MDE) has had active stakeholder engagement on an ongoing basis, especially during the last several years of intensive education reform efforts. State officials work closely with organizations of teachers, administrators, higher education representatives, student advocacy groups, and others whose input continuously shapes and strengthens educational policy and practice. Throughout the waiver request, examples are provided of stakeholder input and support. At the time the waiver opportunity was announced, MDE contacted the leaders of the state's education stakeholder organizations with critical details and timelines for providing input. Engagement and input are outlined below by Principle. Examples are given, in this section and elsewhere, where stakeholder input changed the waiver request.

A complete list of organizations that provided input can be found in Attachment 2 along with a summary of the input received. Beginning in October, regular phone conversations and meetings were held with education organizations and others to ensure that all constituencies were involved to consider strategies and responses. We also conducted webinars and online surveys as a means of determining feedback across our state.

During our stakeholder engagement, we have considered the feedback of our education "customers" — parents, families, communities—as well as that of our teachers and practitioners. We reached out to seek the advice of parents, students, community members, and business leaders, taking care to pay special attention to traditionally under-represented communities such as minority groups and persons with disabilities.

MDE also collected and reviewed comments from the general public, which came through a specialized email account established for this purpose (ESEAFlexibility@michigan.gov).

A pie chart showing the array of stakeholders providing feedback —in all formats and sessions —is included below:



From November to January, we solidified and documented all input into the MDE's proposal. Initial drafts and concepts were shared and discussed in a large group facilitated by the American Institutes for Research, and through individual consultation with associations, institutions of higher education and others. Our staff met with the Committee of Practitioners, as well as special education, data, and a student advisory group. In total, input was gathered from hundreds of educators including teachers, principals, Title I coordinators, school board members, and specialists.

Feedback from these and other stakeholder organizations suggests that the MDE's waiver request is well aligned with visible opportunities in educational policy and practice. Representative comments are as follows:

- "Some details may need tuning, but overall it looks like a well-considered plan. I wish we had developed such a plan 10 years ago." - *Parent, local school board member*
- "I feel that this proposal provides the opportunity for many schools across the state to have their hard work validated...." - *Teacher*
- "I believe that this proposal will also allow teachers and administrators to think less about what consequences their school may face if they fall short of AYP and focus more on how to proactively close achievement gaps that is needed to beat the odds and restore American education to the global prominence it once had." - *Teacher*
- "(A)s a first-year curriculum director...and a parent of two school-aged children, I'd like to say thank you. Thank you for valuing education enough to raise the bar and hold all students to a higher standard... When my two young children graduate from high school and the diploma is

placed in their hands, I look forward to knowing that they have earned something great, something that will prepare them for postsecondary experiences." - *Educator, Parent*

- "I am ecstatic about the aggressive position that the State of Michigan is taking to raise the rigor and expectations for academic achievement of all students. I am re-energized by the recognition that higher academic standards and requirements of proficiency are needed at all levels in education. The proposed Flexibility Waivers will move us in the right direction toward closing gaps and improving the quality of public education." - *Educator*
- "MDE and Superintendent Flanagan should receive consistent thanks for continually pushing Michigan forward in an effort to provide all levels of learners the skills necessary to be college and career ready by the time they graduate." - *Educator*

We divided our stakeholder groups into 39 categories, and tracked their participation in each of the statewide, local and virtual opportunities provided for their feedback. These categories of participation — and the number of specific engagements we had with each — are listed below.

Organization/Group	Waiver Communications
21st Century Community Learning Center Providers	2
Accountability Stakeholder Group (Accountability Specialists from ISDs, MEA, LEAs, & Ed Trust)	1
Alternative Education Student Focus Group	3
American Federation of Teachers Michigan	8
Association of Independent Colleges and Universities	4
Bureau of Assessment and Accountability Advisory Council	3
Business Community	3
Committee of Practitioners (Title I)	4
Education Trust & Education Trust - Midwest	5
English Language Learners Advisory Committee	1
First Nations (American Indian)	1
Hispanic/Latino Commission of Michigan	2
Intermediate School District Advisory Council	3
MI Alma-Latino Education and Civic Engagement Summit	1
Michigan Association of Administrators of Special Education	2
Michigan Association of Intermediate School Administrators	9
Michigan Association of Non-Public Schools	5
Michigan Association of Public School Academies	7
Michigan Association of School Administrators	7

Organization/Group	Waiver Communications
Michigan Association of School Boards	3
Michigan Association of Secondary School Principals	6
Michigan Association of State and Federal Program Specialists	5
Michigan Community College Association	4
Michigan Education Association	3
Michigan Elementary and Middle School Principals Association	3
Michigan Legislature	1
Michigan Office of the Governor	1
Michigan PTA (Including Parent Members)	5
Michigan School Business Officers	6
Michigan State Board of Education	2
Michigan State University K-12 Outreach	4
Michigan Women's Commission	2
Middle Cities Education Association	8
Network of Michigan Educators (MI Teachers of the Year and Milken Award Winners)	4
Presidents Council, State Universities of Michigan	4
School Improvement Facilitators Network	3
Special Education Advisory Committee	3
The Superintendent of Public Instruction's Teacher Advisory Group	2
The Superintendent of Public Instruction's Student Advisory Group	2

In developing MDE's request for ESEA flexibility, MDE took the following actions to meaningfully engage diverse stakeholders:

- Conducted a webinar and survey of students in alternative high schools about the underlying principles of ESEA and the requested changes thereto. We believe that student voices are important to the conversation about what is working and what isn't working in terms of instruction, testing, and accountability – particularly the voices of those students for whom traditional instructional settings have not worked.
- Met with the English Language Learner Advisory Council (ELLAC), comprised of district and classroom level practitioners who are representative of both high- and low-incidence districts dealing with a multiplicity of languages and cultures. With this group, we discussed the impact of the CCSS, new state assessments, and school and district accountability measures on English

Language Learners. The ELLAC was one of several stakeholder groups who advocated to maintain the traditional subgroups for accountability reporting, while adding the lowest 30% subgroup.

- Met with the Title I Committee of Practitioners (COP), which also includes representatives of English Language Learners. The COP contributed to the development of the ESEA Request multiple times, influencing decisions made regarding state assessments and accountability requirements for schools and districts.
- Met with the Middle Cities Education Association (MCEA), a consortium of 30 urban school districts in Michigan and member of the Education Alliance. MCEA was one of the most active groups in participating in the various stakeholder meetings, webinars, and public comment periods. The MCEA represents a majority of those schools that have been identified in Michigan as persistently lowest performing as well as School Improvement Grant recipients.
- Met with administrators from the Detroit Public Schools at stakeholder meetings convened by MDE to provide thoughts, opinions, and recommendations from Michigan's largest school district – and district with the most schools on the states persistently lowest achieving schools list.
- Held multiple meetings and phone calls with staff from the Education Trust and Education Trust-Midwest, a leading advocate for underperforming schools and students, to discuss various aspects of the accountability and evaluation tools and metrics contained in the ESEA request.

MDE regularly collaborates with these groups and will continue to do so as ESEA flexibility is implemented and evaluated.

Consultation with Urban Districts and Subgroup Populations

The MDE consulted with a wide variety of groups and individuals in order to develop its ESEA Flexibility Request. Of the groups identified above, all were represented through multiple organizations. Urban districts are represented in our consultation process by the Detroit Public Schools and Middle Cities. Detroit Public Schools participated in two meetings for general stakeholder input and was also represented through several of the educational groups such as the Committee of Practitioners, the Special Education Advisory Committee, and the English Language Learner Advisory Council. Middle Cities represents urban centers and has as its stated purpose to serve as an advocate for member districts to insure quality educational programs for all urban students. The following districts are among the 33 member school districts: Benton Harbor, Dearborn, Flint, Grand Rapids, Jackson, Kalamazoo, Lansing, Pontiac, and Saginaw. Middle Cities participated in four face to face or virtual meetings from October 2011 through February 2012 and provided comment in each situation. Both Detroit and Middle Cities represent member interests in African American and Middle Eastern students as well as English Language Learners.

Further consultation was sought through the English Language Learner Advisory Council in order to assure that the needs of students whose primary language is not English were being considered and

addressed. The Council suggested that there be a very strong role for parents in the formation and execution of the locally developed reform plans. The Council has representation from district and classroom level practitioners. These practitioners are representative of both high- and low-incidence districts dealing with a multiplicity of languages and cultures. The Council meets four times a year and has representation from Oakland and Wayne counties which make up the largest portion of Middle Eastern students in the state and the nation.

The Michigan Title I Committee of Practitioners served as another opportunity to gather input regarding the needs of urban, African American, Middle Eastern students, and English Language Learners. All facets of the Michigan student population are represented on the committee through parents, teachers, principals, central office, and superintendents. The Committee met twice and was generally supportive of the Waiver Request. There were concerns expressed about funding in order support the rapid turnaround necessary to achieve the learning targets for all students, teacher preparation, and ongoing professional development. There were no concerns specifically raised regarding any of the populations mentioned above.

The Michigan Parent Teacher Association organized a face-to-face meeting with parents from across the state in order to understand the components of the Waiver Request and to provide feedback. The membership of the group present at the meeting represented all ethnic and racial groups as well as a spectrum of ages. The feedback from the group included concerns about the ability of the school to address the specific needs of each child, behavior concerns and the involvement of parents at the local district level in both the planning and implementation of any reform plans. The parents also expressed a desire to set the learning targets at 100% proficiency rather than 85%.

Meetings with all groups mentioned above were face-to-face or virtual unless otherwise noted. These groups as well as others have memberships that work with students from urban settings, are African American and/or Middle Eastern, and/or are English Language Learners. Their input was insightful and assisted in the formation of the ESEA Flexibility Request.

Feedback

While stakeholder input shaped and informed many aspects of MDE's proposed ESEA Flexibility request, much of our public dialogue was focused on the fundamental tension between "ambitious" and "attainable" proficiency goals for schools. The distinguishing feature of MDE's proposal is its rigor; we are moving with determination toward the goal of career- and college-readiness for all students. The establishment of fair, appropriate performance targets has been a key outcome of our discussions with stakeholders.

Other critical stakeholder issues are described below, organized by principle.

Principle 1: Career- and College-Ready Standards for all Students

MDE was engaged in analysis, alignment and implementation of Career- and College- Ready Standards prior to the announcement of the flexibility request option. This was a collaborative endeavor among MDE, regional service agencies, teacher organizations, and others.

Implementation activities are detailed in Section I.B, and show that practitioners are deeply involved in aligning their own curricula with the Common Core. Through this work, which is occurring at the local level, they are building a stronger understanding of what career- and college-ready truly means for each of their students.

Stakeholders are also telling us what they need to do this work more effectively and efficiently. They have asked for more state-level dissemination of the Common Core at statewide conferences, and increased work with the higher education institutions to enhance focus on these standards. Teachers also have requested more professional learning to help support good classroom instruction related to the Common Core.

MDE has worked to address these concerns in this proposal. We have laid out action plans for dissemination at the state and local level, and will engage with partners to ensure professional learning is provided.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Because of the high-stakes nature of accountability systems and the need for intensive support for Priority schools, Principle 2 gathered the greatest level of input.

As mentioned previously, the tension between ambition and attainability framed many of our stakeholder discussions around Principle 2. MDE's proposed proficiency standards aim at 85% for all schools. Some stakeholders argued that anything less than 100% was not appropriate, while others argued it would be impossible for many schools to come up to the 85% standard within expected time frames.

MDE responded to these changes by introducing a new safe harbor methodology that recognizes growth in student performance, even if the absolute proficiency target isn't hit. We also introduced more careful, diagnostic supports to help schools achieve their aims more quickly. Our past interventions were of high quality, but they were not the only tools and resources that might work to turn around school performance at the local level. We began to discuss diagnostic, targeted interventions rather than "one-size-fits-all" approaches to school improvement.

Teacher and school administrator groups argued for simplicity and flexibility in light of the differentiated needs of schools in unique settings across the state. When stakeholder groups were given a series of written, face-to-face, and virtual opportunities for facilitated discussion, the following concerns were raised:

- Timely, accurate, useful information must be made available to all stakeholders

- Local communities must be engaged and activated to build school improvement
- Make it impossible for schools to mask subgroup performance
- Accommodate unique community needs and demands – all schools are different
- Make sure data are reported in ways that are easy to understand at the local level
- Early interventions are needed to support subgroups
- Improved teacher preparation is needed to ensure the needs of various subgroup populations are fully understood
- Educational dollars should be spent in ways that are targeted and maximize value

As a result of this detailed input, MDE revised and refined the methods for identifying Priority, Reward, and Focus schools and the interventions that will be provided. The depth of discussion and the high level of participation of stakeholders have resulted in support for the methods detailed in Section 2. This differentiated recognition, accountability, and support system provides the structure that weaves all three waiver Principles together.

Principle 3: Supporting Effective Instruction and Leadership

In 2009, Michigan passed legislation requiring annual educator evaluations that included student growth as a "significant part," the results of which are used to inform decisions about promotion, retention, placement and compensation. These evaluations were specified to begin during the 2011-2012 school year. Michigan's LEAs immediately began preparing to implement this legislation, and are now in the midst of the first year of implementing these locally-developed annual educator evaluations for all teachers and administrators. For the first time, every single one of Michigan's educators will be evaluated using measures of student growth, and the results of these evaluations will be reported into MDE's data systems.

One issue with the original legislation was that it did not provide much in the way of standardization across districts, in order to ensure both a standard of quality and continuity in ratings. To address this shortcoming, the Michigan legislature adopted Public Act 102 of 2011 to introduce more standardization and comparability into both the educator evaluation system and the ratings produced by this system. Stakeholders now have the opportunity to give testimony before the Michigan Council on Educator Effectiveness, a statutory panel working to support the statewide development and implementation of educator evaluation systems. The dean of the University of Michigan's College of Education, Dr. Deborah Loewenberg Ball, leads the Council, which consists of two school principals, data analysts from Michigan State University, a charter school management company, and MDE.

In the last two years, MDE convened a stakeholder group to develop new recommendations regarding professional learning. This group produced a new policy on professional learning, which the Michigan

State Board of Education adopted in January 2012. This policy is based on the Learning Forward Standards for Professional Learning, and the intent is to help districts, schools, and educators appropriately identify professional learning opportunities to support their work. We anticipate the field can leverage these standards when integrating professional learning into their evaluation systems, and we intend to produce interim guidelines to assist them with these efforts.

Michigan is one of few states implementing annual educator evaluations that include student growth as a significant portion in the 2011-2012 school year, due to our proactive and aggressive legislation. We believe this is a strength for us, even though the evaluations systems differ across districts. We do know, however, that districts have been having critical conversations with stakeholders, designing observation rubrics, looking for solutions to integrate growth, developing local assessments, partnering with foundations or other nonprofit enterprises in their area, and collaborating with each other as they work to develop a system that is fair and that meets the criteria of the original law. To support this, MDE hosted two statewide Educator Evaluation Best Practices conferences in 2011 and 2012 focused on student growth, in order to help the field come together and share their best practices with each other.

Next Steps

MDE plans several ongoing strategies to continuously engage teachers and their representatives:

- Starting in the summer/fall of 2012, MDE will partner with the Michigan Education Association, the state's largest teachers' union, to deliver regular webinars on instructional strategies for successful implementation of the CCSS.
- Develop, through direct email and social media, outlets for the regular communication with classroom teachers regarding instruction, assessment, evaluation, and accountability.
- Continue to convene, either in person or virtually, the Superintendent's Teacher Advisory Panel, to provide insights and recommendations regarding statewide education and education reform efforts.
- Engage the Network of Michigan Educators, a consortium of Michigan's National Board Certified teachers, present and prior teachers of the year, Milken award winners, and others, in an ongoing conversation regarding and action planning for instructional excellence, professional learning, and other timely topics and statewide efforts.
- Work with the Michigan Education Alliance to facilitate ongoing dialogue with constituent groups, including intermediate school districts, teachers, school leaders, board members, and others. Already, this group has begun to provide written information about their ability to support our work in the months ahead.
- Finally, we will develop and issue periodic written communications in the form of newsletters, emails, and memoranda to ensure all educators in Michigan have access to up-to-the minute information about the progress of our work.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Our Theory of Action

If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

* Consistent implementation of career- and college-ready standards
* Rapid turnaround for schools not meeting annual measurable objectives (AMOs)
* Reduction in the achievement gap
* Reduction in systemic issues at the district level
* Improvements to the instructional core
* Better understanding/utilization of data
* Improved graduation and attendance rates
* Building of/support for effective teaching
* Building of/support for school leadership capacity
* Effective accomplishment of responsibilities by district leadership

Core Principles

Excellence and equity are the twin underpinnings of our work to improve student achievement in Michigan. We hold ourselves deeply accountable for providing rigorous, effective learning opportunities to all children, from infancy to adulthood. Student learning is the center and aim of all we do.

We believe:

* All means all. Every child has an innate capacity for learning, and we must meet the needs of each and every Michigan student with high-quality systems, tools and resources. Our expectations for all students must be consistently high.
* We must ensure our children are career- and college-ready. We define this as student preparation that is adequate to allow a student to pass first-year technical training and first-year college courses in core areas without remediation. Our state is preparing students not just for the opportunities we know about today, but also for the economic and intellectual challenges of the future.
* Our teachers and administrators are professionals whose talents are equal to the task before them. We must ensure our systems support their work effectively and allow them to innovate to meet the needs of their students.
* Our work with schools and districts must emphasize careful diagnosis and targeted support, to maximize all available resources, capitalize on the creativity and analysis of our front-line professionals, and effectively address the needs of all students.

Recent Changes

In recent years, our advancements relative to educational policy, practice and accountability have reflected the above-listed principles. Some highlights:

* We were among the first in adopting career- and college-ready standards to challenge our students, and we are extending this work through implementation of the Common Core State Standards developed through the National Governor's Association and the Council of Chief State School Officers.
* We already administer rigorous student assessments in grades 3-9, culminating with a high school assessment that includes the ACT in grade 11. This year, we have raised the cut scores for these tests, to better reflect how well schools are preparing their students to be on track for each step of their journey toward careers and/or college. In the coming years, we will transition to summative assessments being deployed through the SMARTER Balanced Assessment Consortium, using similarly rigorous cut scores to determine student performance.
* Our teachers and staff are being supported through a strong, coherent school improvement framework. In the coming year, we will revamp our state-level supports for Priority and Focus schools, to eliminate achievement gaps and ensure high-quality opportunities for all Michigan

children.

Taken together, we believe these changes —all of which are being carried out in partnership with teachers, policymakers and other stakeholders — create a tighter, more coherent system of accountability and performance for all Michigan schools and the students they serve.

We view this waiver request as an opportunity to leverage our work in these and other areas. Our proposed activities include:

- Alignment of our assessment system with new career-and college-ready standards;
- An accountability system that holds schools responsible for student learning of the standards, and that sharpens our collective focus on closing achievement gaps;
- Achievable but rigorous objectives that move students rapidly toward proficiency in the standards;
- Supports, incentives, and monitoring that help keep all schools on track to increased student learning and aid them in meeting the needs of student subgroups; and
- A teacher and administrator evaluation system that uses assessment data to keep the focus on student learning.

We are confident full implementation of the items specified in this waiver request will enhance our ability to continue building toward excellence and equity for all Michigan learners.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The state will work with its education partners to ensure that career- and college-ready standards form the basis of teaching and learning for all students, including English language learners and students with disabilities. As one of the governing states in the SMARTER Balanced Assessment Consortium, Michigan will provide leadership to ensure robust, rigorous measurement of performance for all learners.

Our Theory of Action → Principle One[1]

If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- **Consistent implementation of career- and college-ready standards**
- Rapid turnaround for schools not meeting annual measurable objectives (AMOs)
- Reduction in the achievement gap
- Reduction in systemic issues at the district level
- **Improvements to the instructional core**
- Better understanding/utilization of data
- Improved graduation and attendance rates
- **Building of/support for effective teaching**
- Building of/support for school leadership capacity
- Effective accomplishment of responsibilities by district leadership

Career and College Readiness Agenda

Our state took a major leap forward in 2004, with the release of new grade level content expectations in K-8 English Language Arts (ELA) and mathematics. At the time of their release these expectations were considered some of the most rigorous in the nation. Two years later we adopted a rigorous new set of statewide graduation requirements designed to ensure that all students graduate from high school career- and college-ready. No longer is it acceptable to graduate high school with credit based on seat time. Instead, all Michigan students are required to demonstrate proficiency in required academic standards in order to receive a diploma.

By the end of 2008, MDE had K-12 content expectations in ELA, mathematics, science, and social studies as well the visual and performing arts, physical education/health, and world languages. Subsequent adoption in June 2010 of the Common Core State Standards in mathematics and ELA served to validate Michigan's already rigorous standards in these content areas, as evidenced by key crosswalk documents. Although in some cases content shifted grades, essentially the content required by the Common Core was already represented in MDE's content expectations. This past year, in a message to the Michigan Legislature, Governor Snyder proposed a new public school learning model: students should be able to learn "Any Time, Any Place, Any Way, Any Pace." These shifts have put a spotlight on the need for teaching rigorous content with multiple access points and opportunities for success. Our challenge now is to support schools with instituting systems of instruction that provide all students with opportunities to learn this content.

[1] At the beginning of each section, our Theory of Action is restated. We have bolded the elements that most directly relate to the Principle being addressed.

Organizing to Support Effective Teaching and Learning

Although curricular decisions, including implementation of the CCSS, are the responsibility of the local school districts, MDE is dedicated to promoting instructional systems that prepare all students to be career- and college-ready. The adoption of the Common Core has allowed Michigan to be a part of various multi-state conversations about implementation and assessment of a common set of standards. Our state's education agencies and partners have sought to leverage these opportunities by finding ways to break down silos created by funding sources and task demands. We also are working together to identify and use the resources, tools and information that best fit our state's educational opportunities.

To these ends, an MDE "Career- and College-Ready Core Team" has been developed with the purpose of developing common messages, complimentary and parallel activities, and the sharing of expertise. This work will be done through six workgroups:

- Effective Instruction and Interventions
- Effective Educators
- Balanced Assessment
- Accountability and Transparency
- Infrastructure
- P-20 Transitions

Workgroups will initially be used to organize work across MDE offices, but eventually other stakeholders will be added to groups as the work evolves. These workgroups are parallel to the State Implementation Elements outlined in Achieve's "A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool." Currently the CCR Core Team is using this rubric to determine where the MDE is in terms of building the capacity of districts to successfully support students in becoming career- and college-ready.

The work of the MDE CCR Core Team runs parallel to the work of our state's **regional educational service agencies (RESAs)**, a network of 57 regional resource centers for local schools, which have helped deliver regional presentations on standards, curriculum and assessments. These agencies, represented by the Michigan Association of Intermediate School Administrators (MAISA), have been vital in the work to unpack and crosswalk the Common Core with MDE's existing academic standards. In providing regional technical assistance and professional learning opportunities, these organizations continue as partners in moving forward with curricular and instructional resources for Michigan educators. Table 1 shows the alignment of the MDE CCR Core Team workgroups to the Achieve Rubric and Self-Assessment tool. This table is superimposed with the colors of MAISA's three areas of transition focus: competency, leadership and organization. More detail on MAISA's plans for supporting the LEAs in transitioning to the CCSS during the current year can be found in Table 2. Table 3 lists MDE initiatives designed to support implementation of the CCR standards and assessment. Table 4 provides a more detailed timeline with a summary of the type of activities expected to occur at the regional, district and building level. Together, MDE and MAISA plan to support the LEAs in

moving to systems that support the career and college readiness agenda (Table 4).

State affiliates of national organizations are also committed to supporting the dissemination of the career- and college-ready agenda. These partners include:

- The Michigan Association for Supervision and Curriculum Development (MASCD)
- Teacher unions including the Michigan Education Association and the American Federation of Teachers-Michigan
- The Michigan Parent/Teacher Association (PTA), and
- Other professional organizations comprised of school leaders, board members, and school support staff.

Parents are key partners in the education of every Michigan child. To support and extend their engagement, MDE has developed the "Collaborating For Success" Parent Engagement Toolkit; a comprehensive, research-based resource that includes pertinent and practical information, proven strategies and tools to assist in enhancing parent engagement efforts and/or providing a simple yet powerful guide to jump start school programs. The toolkit is also available in Spanish and Arabic versions to ensure proper inclusion of all populations.

To significantly expand the capacity of Michigan's educational system to deliver high-quality, online professional development services to Michigan teachers, administrators and paraprofessionals on an "anytime/anywhere" basis, Michigan Virtual University (MVU) and MDE have created a statewide communication and professional development portal for use by Michigan's educators and members of the K-12 community (Learnport). These efforts continue with support from Title II—Improving Teacher Quality funds.

Other partners include:

- The **Education Alliance of Michigan**, an independent, non-profit organization made up of the executive directors of the statewide teacher unions, and administrator, parent, postsecondary and school business official associations. This alliance has established working relationships across stakeholder groups that enable it to exchange ideas and develop education policy recommendations that improve the design and delivery of education at all levels from infancy through adulthood.

With these programs and partners, MDE has planted a number of seeds for success in implementing the Common Core. We are actively working with our partners to encourage their growth, knowing that educators who are reached by one or more of these initiatives will realize greater success in improving the quality of the instructional core here in Michigan.

Table 1: MDE CCR Core Team - Organizing for Implementation

MDE CCR Core Team		Achieve's Rubric and Self-Assessment Tool		
Work Groups	**Activities**	**Implementation Elements**	**Tools**	
Effective Instruction and Interventions	Provide resources and guidance, for the implementation of effective, relevant instruction for all students based on rigorous academic standards	**Student Supports**	Targeted interventions Funding for student supports	**Outreach** Communications Stakeholder engagement
		Educator Supports	Teacher Professional development Curricular resources & instructional materials	
Effective Educators	Support multiple pathways to educator licensure and provide assistance to districts in ensuring that all students receive instruction from an effective teacher		Teacher evaluation systems Teacher preparation and advancement Principal instructional leadership and capacity	
Balanced Assessment	Develop a system of formative, interim, and summative assessments based on rigorous common content standards		Formative assessment	
Accountability and Transparency	Ensure that student achievement and progress are appropriately measured, reported, and used for continuous school improvement	**System alignment**	Summative assessments Accountability K-12 and higher education alignment with CCSS High school graduation requirements	
P-20 Transitions	Align early childhood programs and services and postsecondary education with standards for K12 content and instruction			
Infrastructure	Provide support, guidance, and statutory reform to help build the foundation for effective data systems, foundation, and technology support	**Infrastructure**	Technology infrastructure State funding alignment	

Table 2: Regional – Organizing for Implementation

Region/District Implementation

maisa

Intermediate School District
Career and College Readiness Standards Transition Guidance-2012

Career and College Readiness Standards transition forces us all to revisit the what, how and when. This document is intended to provide a tool for intermediate and local district planning and implementation to Career and College Readiness Standards. There are three areas of transition focus: competency, leadership and organization. These areas of consideration are critical for the fidelity of implementation.

Implementation Essential Elements	ISD/RESA	District
Competency/Knowledge – What skills do people need to implement this practice with accuracy and fidelity?		
• Career and College Readiness Standards depth of understanding • Implement effective instruction for all learners • Assessing (formative, universal, diagnostic and progress monitoring) • Technology integration skills	• All staff should have CCRS overview training • Review regional assessment plan • Assess region wide technology equipment, accessibility and competencies (student and staff) • Identify professional learning needs and set a professional learning plan and schedule.	• Support unpacking of CCRS standards • With local districts discuss and plan for instructional shifts • Discuss and identify Professional Learning needed –plan for implementation monitoring • Support district in aligning resource materials necessary to support instructional changes
Organization – What infrastructures and supports are needed to be in place to assure the practices can be implemented by the people?		
• Conduct crosswalk of current district and building curriculum with CCRS (curriculum maps, pacing guides, etc). • Develop a plan for addressing differences (gaps)between curriculum maps and CCRS • Identify the time and funds needed for the professional learning to take place for the transition to the CCRS • Discuss teacher and student access to technology	• Develop adjusted curriculum maps for distribution to LEA staff • Support and facilitate professional learning identified • Provide MAISA units and necessary professional learning for implementation.	• Support districts in conducting crosswalk work from current curriculum maps to CCRS and develop new curriculum maps that includes the changes • Support districts in identifying the concepts and skills that are taught in each grade level (I can statements, learning targets, etc) • Support districts in identifying the instructional changes needed
Leadership – What leadership capacity needs to exist to assure that the practices are implemented and maintained?		
• Identify and educate Board of Education, Parent and community members on the new CCRS expectations • Set up monitoring plan for implementation of CCRS • Review assessment data for evidence of implementation	• Conduct information sessions with identified groups • Develop a monitoring plan for the ISD/RESA implementation of CCRS • Review assessments for evidence of ISD/RESA/Regional implementation	• Support and/or facilitate information sessions with identified groups • Support districts in developing a monitoring plan for the building implementation of CCRS • Support for districts in reviewing assessment data for evidence of district implementation

Table 3. MDE Implementation Initiatives

Work Groups	Activities	Initiatives include:
Effective Instruction and Interventions	Provide resources and guidance, for the implementation of effective, relevant instruction for all students based on rigorous academic standards	• Career and College Ready Portal • Hiring additional instructional consultants • Partnering with MAISA to develop model instructional units • Connecting the Dots model academic goals project • Michigan Online Professional Learning (MOPLS)modules • SIOP training for ELL and General Ed teachers • Reaching and Teaching Struggling Learners • Title II funded grant projects
Effective Educators	Support multiple pathways to educator licensure and provide assistance to districts in ensuring that all students receive instruction from an effective teacher	• Deciding whether to continue to use the PSMTs (Professional Standards for Michigan Teachers) or move to INTASC. • Revised its endorsement program approval process to reflect outcome measures, instead of inputs. • Plan to revise the ESL and bilingual endorsement standards to reflect the needs of the field and CCSS. • An EL/Special Education Core Team has begun discussing how/ what it would look like to include EL aspects into the Special Education endorsement, as well as EL and Special Education aspects into all endorsement standards. • Considering incorporating aspects cultural competence, EL, Special Education and instructional technology within all endorsement standards. • MI began discussion of CCSS and the relationship with educator preparation in the Fall of 2011. • Revising all ELA related endorsement to include CCSS/CCR • Plan to revise the elementary endorsement standards to reflect Math and ELA CCSS, as well as the elementary and secondary mathematics endorsement standards. • Michigan Council on Educator Effectiveness
Balanced Assessment	Develop a system of formative, interim, and summative assessments based on rigorous common content standards	• Michigan Assessment Consortium • Smarter Balanced Assessment Consortium • Dynamic Learning Maps • English Language Proficiency Assessment
Accountability and Transparency	Ensure that student achievement and progress are appropriately measured, reported, and used for continuous school improvement	• School Improvement Plans • Connecting the Dots academic goals project • AdvancED partnership
P-20 Transitions	Align early childhood programs and services and postsecondary education with standards for K12 content and instruction	• Office of Great Start • CTE/Academic standards alignment • Dual enrollment • Seat time waivers • Early colleges • Michigan Merit Exam • Michigan Transition Outcomes Project (MI-TOP)
Infrastructure	Provide support, guidance, and statutory reform to help build the foundation for effective data systems, foundation, and technology support	• Smarter Balanced Assessment Consortium • Regional Educational Media Centers (REMC) • Data warehouses • Center for Educational Performance and Information (CEPI)

Table 4. Timeline for Implementing New Standards and Assessments

Workgroups	Who	2011-2012 Prepare for Implementation	2012-2013 Implementation	2013-2014 Evaluate/Revise	2014-2015 Test
Effective Instruction and Interventions	MDE	*Provide resources and guidance, for the implementation of effective, relevant instruction for all students based on rigorous academic standards*			
	ISD/RESA	• Support unpacking of CCSS standards and alignment of resources • Provide guidance in implementing a multi-tiered model of instruction and intervention	• Support piloting of new resources • Provide technical assistance to districts implementing a multi-tiered model of instruction and intervention	• Monitor/support multi-tiered models of instruction and intervention	• Monitor/support in multi-tiered models of instruction and intervention
	District	• Support unpacking of CCSS standards and alignment of resources • Align district resources • Work with buildings to design a multi-tiered model of instruction and intervention	• Support schools in piloting new resources • Provide technical assistance to schools in implementing a multi-tiered model of instruction and intervention	• Evaluate/revise as necessary implementation of new resources • Evaluate/revise as necessary multi-tiered models of instruction and intervention	• Monitor/support implementation of instructional resources • Monitor/support in multi-tiered models of instruction and intervention
	Building	• Unpack CCSS standards • Align current resources and identify needed resources • Work with district to design a multi-tiered model of instruction and intervention	• Pilot new resources • Implement a multi-tiered system of instruction and intervention	• Evaluate/revise as necessary implementation of new resources • Evaluate/revise as necessary multi-tiered models of instruction and intervention	• Continue to evaluate/revise as necessary implementation of instructional resources • Continue to evaluate/revise as necessary multi-tiered models of instruction
Effective Educators	MDE	*Support multiple pathways to educator licensure and provide assistance to districts in ensuring that all students receive instruction from an effective teacher*			
	ISD/RESA	• Prepare for professional learning needs of districts • Support development of and/or training in educator evaluation tools and processes	• Provide/support professional learning opportunities for all educators, including principals and teachers of SWD and ELL students (i.e. SIOP, effective Tier 1 instruction, intervention strategies, coaching) • Support implementation of educator evaluation systems	• Provide/support professional learning opportunities for all educators, including teachers of SWD and ELL students (i.e. SIOP, effective Tier 1 instruction, intervention strategies, coaching) • Monitor/support implementation of educator evaluation systems	• Continue to provide professional learning opportunities for all educators, including teachers of SWD and ELL students • Monitor/support implementation of educator evaluation systems
	District	• Plan for professional learning needs of buildings • Develop and/or train principals to use educator evaluation tools and processes	• Provide/support professional learning opportunities for all educators, including principals and teachers of SWD and ELL students (i.e. SIOP, effective Tier 1 instruction, intervention strategies, coaching, mentoring new	• Evaluate/revise as necessary professional learning opportunities for all educators, including principals and teachers of SWD and ELL students • Monitor/support implementation of educator evaluations	• Evaluate/revise as necessary professional learning opportunities for all educators, including principals and teachers of SWD and ELL students • Monitor/support implementation of educator evaluations

			educators) • Support implementation of educator evaluations		
	Building	• Identify professional learning needs of teachers • Learn to use educator evaluation tools	• Implement/support professional learning opportunities for all educators, including principals and teachers of SWD and ELL students • Implement educator evaluations	• Evaluate/revise as necessary professional learning opportunities • Monitor/support implementation of educator evaluations	• Evaluate/revise as necessary professional learning opportunities • Monitor/support implementation of educator evaluations
Balanced Assessment	**MDE**	*Develop a system of formative, interim, and summative assessments based on rigorous common content standards*			
	ISD/RESA	• Review regional assessment plan	• Support implementation of interim and formative assessments • Provide summative assessments information [Smarter Balanced (SBAC)/Dynamic Learning Maps (DLM)/English Language Proficiency Assessment (ELPA)]	• Monitor/support implementation of interim and formative assessments • Provide SBAC summative assessments information	• Monitor/support implementation of interim /formative assessments • Support SBAC summative assessment administration
	District	• Review district assessment plan	• Support building implementation of interim and formative assessments • Stay informed about SBAC/DLM/ELPA summative assessments	• Monitor/support building implementation of interim and formative assessments • Stay informed about SBAC/DLM/ELPA summative assessments	• Monitor/support building implementation of interim /formative assessments • Support SBAC/DLM/ELPA summative assessments administration
	Building	• Review building assessment plan	• Begin using interim and formative assessments • Stay informed about SBAC/DLM/ELPA summative assessments • Continue to administer current summative assessments	• Monitor/revise as necessary interim/formative assessments • Stay informed about SBAC/DLM/ELPA summative assessments • Continue to administer current summative assessments	• Monitor/revise as necessary interim/formative assessments • Administer the SBAC/DLM/ELPA summative assessments
Accountability and Transparency	**MDE**	*Ensure that student achievement and progress are appropriately measured, reported, and used for continuous school improvement*			
	ISD/RESA	• Plan for implementation monitoring • Provide support for developing effective school improvement plans	• Monitor/support CCR implementation activities • Provide support for developing effective school improvement plans	• Monitor/support CCR implementation activities • Monitor/support implementation of school improvement plans	• Monitor/support CCR implementation activities • Monitor/support implementation of school improvement plans
	District	• Develop district improvement plans, including academic goals based on CCSS and gap analysis	• Implement district improvement plans, including academic goals based on CCSS and gap analysis • Monitor/support implementation of school improvement	• Evaluate/revise as necessary district improvement plans, including academic goals based on CCSS and gap analysis • Monitor/support implementation of	• Evaluate/revise as necessary district improvement plans, including academic goals based on CCSS and gap analysis • Monitor/support implementation of

			plans	school improvement plans	school improvement plans
	Building	• Develop school improvement plans, including academic goals based on CCSS and gap analysis	• Implement school improvement plans	• Evaluate/revise as necessary school improvement plans	• Evaluate/revise as necessary school improvement plans
P-20 Transitions	**MDE**	*Align early childhood programs and services and postsecondary education with standards for K12 content and instruction*			
	ISD/RESA	• Support alignment of early childhood programs and services and postsecondary education with standards for K12 content and instruction	• Support implementation of early childhood programs and services • Support district CCR implementation/ Postsecondary articulation	• Monitor/support implementation of early childhood programs and services • Monitor/support district CCR implementation/ Postsecondary articulation	• Monitor/support implementation of early childhood programs and services • Monitor/support district CCR implementation/ Postsecondary articulation
	District	• Align early childhood programs and services and postsecondary education with standards for K12 content and instruction	• Implement early childhood programs and services • Implement CCR programs and services	• Evaluate/revise as necessary early childhood programs and services • Evaluate/revise as necessary CCR programs and services	• Evaluate/revise as necessary early childhood programs and services • Evaluate/revise as necessary CCR programs and services
	Building	• Align early childhood programs and services and postsecondary education with standards for K12 content and instruction	• Implement early childhood programs and services • Implement CCR programs and services	• Evaluate/revise as necessary early childhood programs and services • Evaluate/revise as necessary CCR programs and services	• Evaluate/revise as necessary early childhood programs and services • Evaluate/revise as necessary CCR programs and services
Infrastructure	**MDE**	*Provide support, guidance, and statutory reform to help build the foundation for effective data systems, foundation, and technology support*			
	ISD/RESA	• Assess region-wide technology equipment, accessibility and competencies	• Implement regional technology upgrades • Support district technology upgrades	• Monitor/support regional technology upgrades • Support district technology upgrades	• Monitor/support regional technology • Support district technology upgrades
	District	• Assess district-wide technology equipment, accessibility and competencies	• Implement district technology upgrades • Support school and classroom technology upgrades	• Evaluate/revise as necessary district technology upgrades • Monitor/support school/ classroom technology upgrades	• Evaluate/revise as necessary district technology • Monitor/support school/ classroom technology
	Building	• Assess school-wide technology equipment, accessibility and competencies	• Implement school/classroom technology upgrades	• Evaluate/revise as necessary school/classroom technology upgrades	• Evaluate/revise as necessary school/classroom technology upgrades

Rolling Out the Standards

The Common Core State Standards have been cross-walked with the Michigan Merit Curriculum standards and expectations, and incorporated in to our current guidance documents (i.e. course descriptions, grade-level descriptors). To reiterate, the CCSS themselves do not represent a significant

change in the content compared to the content expectations they replace. Instead, MDE is taking this opportunity to message more strongly regarding good Tier I instruction for all students. The first indication of this substantial change is within MDE. We are in the process of hiring four consultants whose role will be to work with Priority, Focus, low achieving schools and others in the areas of instruction. The foci of their work will be on intervention, integration, and instructional design for low socio-economic students, and literacy. Linking the instructional shifts necessary in the classroom with the work of Michigan Association of Intermediate School Administrators (MAISA), the organization representing our ISDs/RESAs, and the work of the Smarter Balance Consortium around formative, interim and summative assessments, will lead to a complete series of models for administrators and teachers to learn from as they implement the Career and College Ready Standards.

One of the first projects initiated after the adoption of the CCSS was the initiation of the Career and College Readiness Model Curriculum Unit project. These plans are designed to be used for professional development to support the instructional shifts necessary for successful implementation of the CCSS. The MDE Curriculum and Instruction consultants are actively involved in the development and piloting of these units. At the same time, the MDE is working with experts from the ISDs/RESAs to provide guidance and support around Multi-tiered systems of Support (RtI-MTSS) through guidance and technical assistance to be shared with LEAs. Similarly, the MDE Curriculum and Instruction consultants are working with School Improvement experts at the regional level, and engaging in cross-office work within MDE, to develop model academic goals that provide strategies for implementing the CCSS based on targeted areas of instruction. This project is titled "Connecting the Dots" and is designed to help schools and their instructional staff incorporate the CCSS and appropriate Tier 1 instruction[2] into the planning work they already are required to do through the School Improvement process. Finally, the MDE staff meets with MAISA leadership regularly at their leadership meetings to discuss issues related to promoting the state's CCR agenda, including resources for professional development, communications support, etc. The MDEs goals with the above initiatives are to promote instructional systems that support all students. In order to support students struggling due to disabilities or language barriers, MDE has worked with partners to develop resources for schools to use in supporting Tier II and beyond instruction.

Boosting STEM Instruction

MDE's support for Science and Math instruction has been augmented by the work of our education partners. Teachers who need support in these subject areas have ample tools and strategies at their disposal. MDE works closely with a newly formed statewide STEM Partnership, a network of regional hubs linking together STEM stakeholders across the state.

The Michigan Association for Computer Users in Learning (MACUL), and Michigan Virtual University

[2] "Tier 1 instruction" is a term used in Response to Intervention programs, where multi-tiered levels of instruction and intervention are used to reach learners. Tier 1 instruction refers to instruction that is focused on the core curriculum, with instruction and intervention targeted at all students. Tier 2 instruction commonly focuses on small groups of students, and Tier 3 is most intense and often one-on-one.

(MVU) are using Title IID funds for the STEM MI Champions Project, a statewide project designed to provide Michigan's middle school teachers with the instructional strategies and resources they need to ensure that all students develop the 21st century skills necessary for career and college. STEM MI Champions Project participants learn how to work across disciplines to build project-based learning units that focus on science, technology, engineering and mathematics.

State dollars are also currently being used to fund the Science and Mathematics Misconceptions Management (SAM^3), a statewide project designed and delivered by the Math/Science Center Network, (a system of 33 centers, which bring together STEM professionals from Michigan's institutions of higher education, talented faculty members, and other state and regional supports to transmit effective practices). The project provides sustained, job-embedded professional development for teams of teachers from high-priority and persistently low achieving schools to support the implementation of math and science standards required of all students.

In addition, MDE has implemented a statewide Algebra for All project. This important initiative was designed to support the state's mathematics standards. The effort was started with Title IID funds and, following significant expansion, was recently awarded Title IIB funds for another two years.

Support for Literacy Standards

The **Regional Literacy Training Centers (RLTC)** have worked to support the development of online and other resources to support ELA achievement. Recently federal Striving Reader funds were used to develop the Michigan Statewide Comprehensive Literacy Plan (MiLit Plan), which provides a platform for educators to coordinate efforts with community members for the increased and sustained literacy achievement of all Michigan students. The MiLit Network was created as a website that regional teams can use for collaboration.

Monitoring for Implementation

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MDE will engage in an active monitoring effort for implementation of the Career and College Ready (CCR) Standards by all local education agencies and public school academies in Michigan. This monitoring serves both to provide evidence to ensure that Michigan's schools are providing students with the necessary skills, information, and competencies to be career and college ready upon graduation, and to gather information on the implementation of the various supports and instructional programming by districts to meet student needs in these areas. For the latter, MDE will engage in regular programmatic review efforts to ensure that supports are meeting the needs of educators and learners throughout the education system, and, where appropriate, to modify, adapt, or supplement the program of supports described in this section based upon information gathered during monitoring efforts.

MDE will monitor and review evidence of local implementation of career and college readiness

standards through the following mechanisms:

- Use of the ASSIST Platform (through submission of School and District Improvement Plans). As a part of their school data analysis, LEAs are required to address their readiness, knowledge and skills, and opportunities for implementing the career and college ready standards in mathematics and English language arts (ELA) using a rubric based on the Title I Program Evaluation tool. The Program Evaluation Tool is a four-point rubric that is being used with all Title I schools for the 2013-14 school year, and beyond that, is intended to focus on implementation considerations and outcomes of federally funded programs in LEAs. This tool is built into the School Improvement Planning tool for Michigan schools, named ASSIST. Schools will document CCR efforts through both an assurance of completion of efforts identified in the prior-year School and District Improvement Plans, and the documentation provided for the program evaluation rubric in ASSIST. This tool is housed by AdvancEd through a partnership with the Michigan Department of Education.

- Use of the Michigan Technology Readiness Tool (MTRAx). As a part of their technology readiness planning, LEAs will be required to address their technology readiness efforts that support career and college ready standards in mathematics and English language arts (Common Core State Standards). This addresses access to technologies to support both instruction and assessment of CCR through local and statewide assessment tools.

- MAISA Common Core Professional Development Survey. The Michigan Association of Intermediate School Administrators (MAISA) administers an annual survey of all Intermediate School District (ISDs) and district and school administrators and teachers regarding professional learning needs for implementing Career and College Ready Standards. The focus of this survey will center on implementation of the Common Core State Standards and other content standards.

- Title I Onsite Monitoring. All Title I receiving schools in Michigan participate in an onsite review of federally funded programs once every five years. During this process, consultants from the Office of Field Services at MDE will ask for evidence from implementation of supplemental programs to support CCR standards for all students.

- Priority and Focus School monitoring. Monitors from the School Reform Office, as well as partners from ISDs and the MI-Excel statewide system of support, review the implementation of reform plans for priority schools. This includes monitoring instructional programming and curriculum alignment, professional development for educators, and data-based differentiated instruction around the CCR standards for all students in Priority schools, which are used to monitor progress in plan implementation. Similarly, ISD and other partners in the MI-Excel program support Focus schools at the district level by engaging in a data-dialogue around the instructional needs to close achievement gaps within the schools. Documentation of these efforts will be a part of the specialized monitoring efforts for these schools around CCR

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standards for all students. Additionally for these schools, ISDs receive Regional Assistance Grants to provide regional training and support for efforts of Priority and Focus schools in their service area. These ISDs will incorporate regular documentation of instructional efforts at these schools to provide to the department as evidence of support for implementation of the CCR standards.

- The Survey of Enacted Curriculum (SEC) is a diagnostic tool that are used by educators to document and reflect on content taught and instructional strategies used to support CCR standards in core subject areas. The SEC is completed on an annual basis by core content teachers in Priority and Focus schools, and is also required of schools participating in selected grant programs focusing on professional learning supports for content standards, such as the Math and Science Partnership grants. The SEC is also used by several districts for school improvement and instructional alignment efforts. The SEC provides a variety of data tools, including tables and heat maps of individual standards, and shows where teacher energies are placed for instruction based upon standards or assessments. This tool can be reviewed online at the state or ISD level for individual subject areas based upon building, district, ISD or project, and provides evidence of implementation of CCR standards, as well as tools to support greater implementation through instruction or alignment of instructional topics.

- Program cohort participation documentation. A number of specialized programs addressing instructional practices and content for specific goals and/or audiences are provided through state and federal programs administered by MDE to support CCR standards. These include support for 42 ISD and LEA teams around the implementation of Multi-Tiered Systems of Support (MTSS) at the building and classroom level; ISD and LEA teams participating in the Formative Assessment for Michigan Educators (FAME) project, which takes place at 9 regional ISDs and focuses on instructional practices and use of data in a formative assessment model to implement CCR standards; and Sheltered Instructional Observation Protocol (SIOP) training, which focuses on CCSS implementation specifically in classrooms with English learners. Each of these programs engages in regular collection and review of data relevant to their programming efforts as a part of a program evaluation effort. This data will be utilized in the generation of relevant evidence of implementation of CCR standards in participating schools.

The evidence of implementation of CCR standards through these mechanisms will be reviewed at least once per year at the department level to identify potential areas of need and support for implementation of CCR standards statewide. The intent of this analysis is to focus resources and expertise from both MDE and ISD partners on those LEAs in need of support for effective implementation of CCR standards. The Curriculum and Instruction unit at MDE will create a database to incorporate the various evidence and reports from the aforementioned documentation efforts on an annual basis. This data will be reviewed by a cross-office group at MDE, as well as by select stakeholder groups, to identify schools, LEAs,

ISDs, or regions where implementation of CCR standards, or some specific subset of the standards, is lacking. Similarly, content areas within the standards will be analyzed on a standard and strand level to see if specific topics or concepts need supports or resources developed to support effective implementation for students. MDE will partner with ISD leadership through our monthly ISD advisory meetings and other structures to develop a strategic plan to actively support the schools, LEAs and ISD regions around the problematic topics or content strands. The efforts identified will either be inserted and aligned into the support efforts for schools (which follow within this section), or supplemental supports by educators.

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Workgroup Progress and Aims

Effective Instruction and Intervention

Keeping in mind that curricular and instructional decisions are in the realm of the districts, and consistent with our Theory of Action, MDE plans to support districts in their use of the required school improvement process to analyze multiple sources of data, identify gaps and then develop a plan to close those gaps.

In furtherance of this work, we have adopted an initiative entitled "Connecting the Dots – Preparing All Students to be Career- and College-Ready", the first component of which provides for the *development of model academic goals* that schools can use as they develop their annual school improvement plans. The idea is to leverage schools' required improvement activities by providing examples of focused, coherent instructional strategies that successfully implement the Common Core for all students. In doing so, the work of MDE is coalesced and focused on promoting systems that are connected and coherent in supporting all students to be career- and college-ready.

It is important to note that MDE believes strongly that districts need to have a system of tiered support. The model academic goals operate at the Tier 1 level in that they make visible the types of instructional strategies that need to occur to support the majority of students in the classroom. MDE has recently developed guidance to districts for implementing a multi-tiered system of support (MTSS, or, commonly referred to as Response to Intervention systems or RtI). This guidance includes information on the essential elements of an effective tiered support system and an annotated list of resources to support implementation. Consultants from the offices of Educational Improvement and Innovation, Special Education, and Field Services were active participants in creating this guidance. Furthermore, the State Board of Education recently approved the revised Professional Learning Policy and the Standards for Professional Learning. These documents will support the first component of the "Connecting the Dots" work described above.

The following graphic shows the connections among a multi- tiered system of support, the School Improvement Plan, and MDE initiatives that support district and school implementation of curriculum, instruction and assessment.

Table 5. Connecting the Dots—Preparing All Students to Be Career and College Ready

Tiered Intervention System	*School Improvement Framework Standards and Questions*			
Essential Elements		**Classroom**	**School/District**	**MDE Support**
1. *Implement effective instruction for all learners* 2. *Intervene early* 3. *Provide a multi-tiered model of instruction and intervention* 4. *Utilize a collaborative problem solving model* 5. *Assure a research-based Core Curriculum (aligned with Michigan's state standards)* 6. *Implement research/ evidence-based, scientifically validated, instruction/ interventions* 7. *Monitor student progress to inform instruction* 8. *Use data to make instructional decisions* 9. *Use assessments for three purposes: universal screening, diagnostics, and progress monitoring* 10. *Implement with fidelity* 11. *Engage parents and community*	**Strand 1: Teaching for Learning**	**Standard 1: Curriculum** Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.		
		• *How is the curriculum design modified/differentiated to support the needs of all students?* • *In what ways is the curriculum clear, concise, and discussed by staff?*	• *How does the school curriculum align with, and reference Michigan's standards?* • *How does the school curriculum align with, and reference, the benchmarks and Content Expectations for English Language Arts, Mathematics, Science, Social Studies, ...?*	*Crosswalk documents* *CTE alignment* *MDRE Portal* *Mill Plan*
		Standard 2: Instruction Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.		
		• *How are the planned instructional processes and practices appropriate for the levels and needs of all students?* • *In what ways is the curriculum clear, concise, and discussed by staff?* • *How is instruction differentiated to meet the needs of individual learners?*	• *How are classroom lessons aligned to the school's/district's written curriculum?* • *How is research-based instruction practice being used across the curriculum?* • *How does staff integrate technology into curriculum instruction and assessment?*	*MAISA Instructional Units* *"Connecting the Dots" SIP academic goals project* *MDPLI* *Teaching for Learning Framework*
		Standard 3: Assessment Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.		
		• *How are assessments aligned with the curricula and instruction (written and enacted)?* • *How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behaviors, measures other than achievement, etc.)?* • *How is data used to determine/improve student learning?*	• *How are students enrolled in Preskindergarten through 12th grade assessed?* • *In what ways are assessment results used to identify needs and assist students?*	*Michigan Assessment Consortium (MAC)* *Smarter Balanced Assessment Consortium (SBAC)* *Dynamic Learning Maps (DLM)*

Districts' interpretation of their own data will guide them in deciding where to focus their improvement efforts, whether for all students or for a particular subgroup. Technical assistance around data analysis and these model goals will be provided through multiple channels, from MDE and regional educational service agency field staff to our partnering practitioner organizations.

All this implies that all teachers have access to the professional learning and resources they need to better deliver this type of instruction. This leads to the second component of this "Connecting the Dots" initiative: *supporting implementation of activities outlined in the academic goals*. To that end, MDE is developing a Career and College Ready Portal. This portal is designed to quickly and easily connect teachers, administrators, instructional coaches and others to information and resources for implementing a local career- and college-ready agenda. The portal is organized around the CCR workgroups (see Table 1). The portal is still in development, but as this screen shot shows, MDE is intent on providing assistance that helps students with disabilities, English language learners, and other subgroups in need of performance support.

As noted, one of the advantages of the CCSS is that high quality instructional expertise, grounded in research, is being harnessed by foundations, universities, and others to create high quality instructional materials and professional development opportunities that all states can use. This includes the Smarter Balanced Assessment Consortium (SBAC – MDE's CCSS assessment provider) proposed digital clearinghouse. Therefore, MDE is working closely with its partners to organize the

maze of resources and structure the portal so that once schools have created their academic goals, they have a place to go to systematically connect with the human and/or material resources they need to implement their goals.

Figure 1. Screen Shot of Career and College Ready Portal

MDE is also working with the Michigan Association of Intermediate School Administrators (MAISA) on its Collaborative Career and College Readiness Standards project. The goal of the project is to design model curricular units in mathematics and ELA (based on the Common Core) that will serve as a basis for curriculum development at the local level. These units also will serve as a professional development tool to help teachers respond to the instructional implications of the Common Core. The Dynamic Learning Maps Consortium's professional development consultants have offered to adapt some of the curricular units for students with the most severe disabilities to show how all students can access the common core standards.

Other resources available to Michigan educators (and thoroughly vetted for coherence, consistency, and rigor) include:

- The Michigan Online Resources for Educators (MORE) portal, a collection of standards-based free curricular resources for districts and regional educational service agencies to use to help deliver innovative instruction.

- The Teaching for Learning Framework (TLF): created to support effective instruction in challenging content across all grade levels and content areas.

Through a number of other initiatives, the state will continue to guide school districts in the analysis

of student data in order to provide appropriate levels of student assistance and ensure timely acquisition in meeting the standards. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), for example, coaches school district personnel on the collection and analysis of academic and behavioral data, and the implementation of a school-wide tired intervention system. Additionally, an MDE multi-office team has provided materials and trainings on tiered intervention to districts not involved in MiBLSi. The core elements of a tiered intervention system have been integrated into the school improvement process to ensure that any student who is not progressing toward the standards will receive additional assistance.

Another mandated activities project from the Office of Special Education, Reaching and Teaching Struggling Learners, strives to ensure positive outcomes for all learners by exploring effective secondary school practices and their impact on all students. The initiative is designed to reduce the risk of dropout. Teams support students during their high school experience and foster a culture of high expectations for all students in the school. The teams share data, observations, and ideas with each other and their staff as each team works to create positive outcomes for students by addressing school improvement practices.

The Michigan Transition Outcomes Project (MI-TOP) project facilitates the development of effective systems that help students with disabilities as they work to achieve postsecondary outcomes. The project supports effective transition practices to ensure all students with disabilities are prepared for postsecondary education, employment, and independent living. MI-TOP provides mandatory professional development to transition coordinators around the state on an ongoing basis.

Title IIA—Improving Teacher Quality funds also provide professional development for special education/ELL teachers with priority given to English language arts and mathematics projects that are focused on the Common Core.

While the Connecting the Dots project and others as described above are designed to help priority and focus schools focus in on instructional strategies that will close the achievement gap, it should be noted that in recent years, MDE has sought to pioneer new approaches to accelerated and innovative learning. Not only has MDE initiated the concept of credit that is based on proficiency with the Michigan Merit Curriculum, but it also has implemented seat time waivers, which allow schools to provide instruction at any time and at any location, with individual attention to students working at their own pace. These opportunities are provided through online education programs and/or work experience that integrates the content standards.

MDE has also implemented the early/middle college concept with great success. The number of early/middle colleges and students enrolled in early/middle colleges has dramatically increased over the past three years. The state is considering strategies for boosting the number of early/middle college programs working in the state. Currently, early/middle colleges must undergo a fairly rigorous review process before enrolling pupils and commencing operation. This process is based solely on past practice rather than any statutory foundation; state leaders are considering ways to reduce or

eliminate the burden of this process in a way that incentivizes growth in the number of Michigan's early/middle colleges.

Nearly 13,500 — or more than 7 percent of eligible Michigan students —are participating in dual enrollment opportunities, a number that we estimate to increase as the state legislature works to loosen student eligibility requirements. Recent statutory amendments eliminate grade level and test score requirements that serve as barriers to dual enrollment for many students, and allow non-public and home-schooled students to take part in these types of opportunities.

Michigan also has nearly 64,500 students participating in advanced and accelerated learning opportunities, including more than 770 International Baccalaureate program students.

Balanced Assessment

Districts are expected to have the Common Core fully implemented by the fall of 2012. This timeline ensures schools can adjust their curricula based on student data from interim assessments and from pilot items for the new assessments. More importantly however, this implementation timeline gives students nearly 2 full years of instruction based on the Common Core before they encounter the new assessment.

As shown above, MDE's corollary professional development and school improvement activities are on track to meet those deadlines and support student achievement. The next major order of business in our state will then be the adoption of the SMARTER Balanced Assessment Consortium summative assessments, which are scheduled to replace the state's current reading and mathematics state tests in the spring of 2015. Through these assessments, MDE will ensure robust measurement of Common Core implementation statewide. As the new assessment is being developed, MDE is modifying current state summative assessments (Michigan Educational Assessment Program and Michigan Merit Examination) to support the transition to the Common Core.

- Prior to implementation of the new assessments, MDE will work through its partners to build awareness and understanding of the demands of the new assessments. Teachers and administrators will have an opportunity to experience the new assessment items, discuss what changes may be needed in their instruction and redesign their lesson plans utilizing the model lessons created through the MAISA work. Likewise, working with our partners, MDE will support work with building and district leaders about the initiatives necessary to support good classroom instruction. MDE will update and conduct further professional learning as necessary to support schools in meeting these expectations. In addition to the supports provided by the SBAC, the **Michigan Assessment Consortium (MAC)** will continue to provide training in the development and use of formative assessment. The MAC consists of individuals and organizations that work together to promote the use of balanced assessment systems in Michigan schools, so that students learn, grow and flourish. MAC is the only statewide organization helping educators, and their organizations improve student learning and

achievement through aligning systems of coherent curriculum, balanced assessment and effective instruction.

Through the implementation of the Common Core and the adoption of challenging assessment measures, Michigan is able to deliver — with rigor— on its promise of excellence and equity for its learners. Consistent with our commitment to learning for all students, we are cognizant there are special populations that require additional achievement support: English language learners, students with disabilities, and other traditionally underserved subgroup populations. How we'll deliver on our commitment to these students in particular is a significant part of our story.

Support for Students with Disabilities (SWD)

MDE offers assessment alternatives for students with disabilities. MI-Access is Michigan's alternate assessment system, designed for students with severe cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP or MEAP-Access assessment, even with accommodations, would not be appropriate. MI-Access satisfies federal law requiring that all students with disabilities be assessed at the state level. Looking ahead to assessments based on the CCSS, MDE has joined the Dynamic Learning Maps Consortium which is developing an assessment based on the Common Core Essential Elements (CCEEs). The CCEEs were created by the member states in the DLM Consortium. Special education teachers are currently transitioning from MDE's extended grade level expectations to the CCEEs.

It should be noted here that MDE offers an additional alternate assessment based on modified achievement standards. MEAP-Access is administered in the fall of each year and is intended to bridge the gap between the MI-Access assessments and the Michigan Educational Assessment Program for students with disabilities. MEAP-Access assesses students on grade level content expectations in the core content areas of reading and mathematics for students in grades 3 - 8, and writing at grades 4 and 7. Accommodations such as scribes, tape recorders and Braillewriters are available.

Cut scores for MEAP-Access were set and were utilized in the fall 2011 testing, and will continue to be utilized in fall 2012 and fall 2013. When MDE adopts the Smarter Balanced Assessment Consortium assessments, all MEAP-Access students will be transitioned to those assessments. Professional learning and technical assistance will be provided to teachers in order to help them prepare their students for this transition, and this training will also be included in teacher preparation institutions.

Currently students with disabilities in Michigan have multiple choices of assessments to demonstrate what that know and can do. It is expected that the majority of students with disabilities will be assessed on the general assessment and that only a small percentage of SWDs be assessed on an alternate assessment. Therefore, teachers of SWDs should be included in all professional development of CCSSs and CCEEs in order to ensure that all students are progressing on their individual goals and meet the state proficiency standards. In the past, special educators were not invited to the robust curriculum professional development opportunities. With the new teacher effectiveness requirements and clear expectations, special educators need to be active participants in

curricular PD activities. MDE will be supporting teachers to not only understand the standards but be able to teach to the standards through PD activities provided through the ISDs, professional development modules offered through Dynamic Learning Maps (DLM), and the Michigan Online Professional Learning System (MOPLS). MOPLS is described in more detail below.

For all assessments, individual education program teams must determine and document which assessments are appropriate for students with disabilities. IEP teams are encouraged to use the "Decision Making Worksheet for Statewide Assessments" to ensure students with disabilities are participating in the most appropriate statewide assessment. The Michigan Statewide Assessment Selection Guidelines and accompanying online professional learning module direct IEP Teams to consider the MEAP/MME first with accommodations as needed. The guidelines support data-based decision making when determining appropriate assessments for students with disabilities.

MDE will provide specific support to students with disabilities in Priority schools. Each school will be required to incorporate specific programming decisions for supporting these students through components of the reform/redesign plan related to differentiated instruction. As a part of the initial data review and analysis for the creation of the reform/redesign plan, schools will use Michigan's RtI-MTSS model to review and further develop a school wide tiered intervention system. In addition, the MDE will work to integrate project resources if appropriate and available such as MDE the Reaching and Teaching Struggling Learners program for dropout prevention, and the Michigan Transition Outcomes Project (MiTOP) program for developing systems to support postsecondary outcomes into the online professional learning tools for Priority school educators. Other pedagogical practices focusing on Differentiated Instruction, Universal Design for Learning, and Co-Teaching will be incorporated into the online learning supports for Priority school educators.

Support for English Language Learners (ELL)

Michigan's existing system of standards, assessments, accountability and supports for English language learners is robust, defined in MDE's current accountability workbook and meets the federal guidelines. Standards are aligned and MDE has an assessment for ELLs, as described below.

English Language Proficiency Assessment (ELPA) is the annual assessment given to Michigan's students who are English language learners. ELPA measures, on an annual basis, the progress Michigan's ELLs are making in the acquisition of their English language skills. ELPA reports on student progress are provided to districts, regional educational service agencies, the state, and the federal government.

ELLs will take the general assessments, either MEAP or MME, with ELL accommodations that are recommended and routinely used for their instruction in the content area(s) assessed. ELL students who have an IEP will take the assessment specified in their IEP, either MEAP/MME, MEAP-Access, or MI-Access, with the accommodations also specified in the IEP for the assessment.

We use the ELPA to establish annual measurable achievement objectives for progress and proficiency in English and content achievement. Based on ELPA, Annual Measurable Achievement Objectives and local data, LEAs adjust school and district improvement plans to better serve ELLs. Michigan has developed a strong array of services, including intensive professional development, and is working with various partners to implement improved services across the state for ELLs.

While these supports are effective in helping ELLs as they achieve the state's existing graduation requirements, it was generally felt that these materials were in need of refinement. The adoption of the Common Core, coupled with the ESEA flexibility request opportunity, provides the state with a timely point of departure to engage in this important work.

MDE's Title III/EL program office is pursuing membership in the World Class Instructional Design and Assessment (WIDA) consortium. WIDA has already established research-based ELP standards and assessments, many professional development tools, and a technical assistance plan. The WIDA ELP assessments have already been aligned to the Common Core standards and include assessments for ELL students with disabilities. WIDA has over 27 member states and has received the federal Enhanced Assessment Grant whose purpose is to develop online ELP assessments for English learners and improve overall measurement of the Common Core. Michigan has involved its ELL Advisory Committee (comprised of parents, teachers, and other key stakeholders) in gathering the necessary information about their ELP standards and considered possible professional development plans that pertain to the adoption of WIDA standards. Michigan leadership is pursuing the adoption of WIDA standards and is awaiting required approvals from the state's Department of Technology, Management and Budget (DTMB). We are anticipating that Michigan's program office will carry out a thorough staff development plan during the 2012/2013 school year. The plan will support current professional development activities and incorporate training on the ELP standards and the CCSSs simultaneously. Since WIDA has already completed the alignment study between the ELP standards and the CCSSs, the staff development sessions will also better prepare teachers of ELLs in incorporating effective strategies so that students can successfully navigate through complex text, acquire academic vocabulary and meet these rigorous standards.

With assistance from Great Lakes East, MDE launched the Sheltered Instruction Observation Protocol (SIOP) Model Capacity-Building Professional Development Initiative in 2009, to address the needs of English learners in the state. The purpose of the initiative is to develop the capacity of the department to provide sheltered instruction training of trainers across the state that will improve the achievement of English learners, particularly in content area classes. Each MDE trainer provides a four-day regional workshop in the summer to about 40-60 educators and provides ongoing job-embedded professional development with model lessons, debriefing and collegial visits. Such workshops focus on: a) making content comprehensible through language and content objectives; b) teaching both ELP and CCSSs in alignment; c) teaching oral language, comprehension and writing strategies across the curriculum; d) use of balanced assessment to guide and lead instruction.

To support the growing number of English Language Learners in Priority schools, each such school will

need to address specific programming decisions for supporting the needs of these students within the instructional program component of their reform/redesign plans. The School Reform Office will collaborate with MDE staff to provide SIOP program access for schools with sizable populations of English Language Learners. In addition, model programs from school districts throughout Michigan will be encouraged to share practices that address the needs of specific populations of English Language Learners.

For Title I schools experiencing difficulty with English Language Learners and not identified as a Priority or Focus school, the Department will coordinate efforts with the Title III program requiring that the school's improvement plan focus on the identified needs of the English Language Learners in the school. The school initiatives will be coordinated with the existing evidenced-based supports identified above as well as access to the subject matter experts utilized to support Priority and Focus Schools.

Federal IDEA funds are being used to complete the Michigan Online Professional Learning System (MOPLS) — an online, interactive, user-driven program available to all Michigan educators who want high-quality professional learning options. MOPLS supports teachers as they deliver content and instruction aligned to the Common Core State Standards, and offers ways to engage students who struggle with key concepts in ELA and mathematics. A resource section is offered in both content areas so that educators can extend their understanding of key concepts and methodologies. These resources have been carefully reviewed and selected so that they align to the Common Core. The instructional examples provided through MOPLS were created to provide teachers alternate ways to teach the core content to students who are struggling, specifically students with disabilities.

Two additional MOPLS modules have also been available to Michigan's educators since 2011. The Assessment Selection Guidelines module aids educator teams and assessment coordinators in the correct identification of students with the proper statewide assessment, guiding instructional teams in their assessment decisions with an interactive flowchart. This module acts as a primer for the MEAP assessment, providing users with detailed understanding of MDE's assessments, the laws and policies that govern them, and sample assessment items. Finally, the Using and Interpreting ELPA Reports program is also available to teachers of English language learners (ELLs) who administer the ELPA. This module, supported with state funds, provides teachers with a complete overview of the assessment reports for the ELPA, starting at the most basic explanations of language domains and score calculation and progressing to a walkthrough of the Student Data File. A second part to this program presents videos made with the cooperation of five different Michigan regional educational service agencies and districts, showing how districts and schools use scores for student placement, program evaluation, and parent communications.

MDE also provides technical assistance to all schools based on Annual Measurable Achievement Objectives of English language learners and other criteria. Technical assistance and professional development incorporate webinars, video conferencing, web dialogues, annual conferences and individualized meetings. The annual Special Populations conference also includes sessions for

technical assistance and best instructional practices.

Support for Other Subgroups

The MDE recognizes that sub-group achievement gaps are especially problematic throughout the state. In particular, the statewide achievement gap of African-American students compared with other racial/ethnic groups is dramatic. An analysis of Michigan's current Priority schools reveals that over half of the schools on the current PLA list have student populations that are over 80% African-American.

Recognizing this gap, as well as the other gaps that will be identified in Priority and Focus schools, the School Reform Office has initiated a department-wide effort to analyze existing data throughout the state and nation, and to identify programs that have closed (or show promise for closing) achievement gaps for students. Rather than focusing solely on school practices and gaps in academic achievement, this effort is designed to examine issues of school culture and climate and policy that may impact African-American student performance. The goals of this effort are to create strategies that result in outcomes that not only reduce the achievement gap in academic performance, but also reduce the disparity in dropout rate, disciplinary referrals, and special education placement in Michigan's schools. While initial efforts will be incorporated into plan requirements for Priority and Focus schools, these efforts will be expanded broadly to address all relevant offices and programs in the MDE.

We aim to help all students achieve ambitious, attainable objectives for their learning and growth. Our work with the above-described assessments in the coming years will strive toward career- and college-readiness and emphasize the Common Core State Standards for every Michigan child.

Michigan's New Cut Scores

In spring of 2011, the Michigan State Board of Education authorized MDE to conduct a study linking proficiency cut scores on its high school assessment (the Michigan Merit Examination) to readiness for college or technical job training at two- and four-year colleges, and linking proficiency cut scores on its elementary/middle school assessment (the Michigan Educational Assessment Program) to being on track to career- and college-readiness in high school. That study was conducted over the summer of 2011 and the new career- and college-ready cut scores were adopted by the State Board of Education in the fall of 2011.

This was a bold and courageous move on the part of the Michigan State Board of Education and MDE, in that the proficiency cut scores increased dramatically in rigor and resulted in substantially lower percentages of students being considered proficient. The seriousness of the impact and the level of commitment to career- and college-readiness in Michigan can be seen in the impact data shown below. The impact data describe below for each grade level and content area the statewide percentage of students who were considered proficient based on the previous cut scores, and the

statewide percentage of students who would have been considered proficient had the new cut scores been in place in the 2010-2011 school year. Figure 2 shows the impact for mathematics, Figure 3 for reading, Figure 4 for science, and Figure 5 for social studies. In addition, Figures 6 and 7 show the shift in distributions of mathematics percent proficient in schools based on the old cut scores and new cut scores for elementary and middle schools (Figure 6) and high schools (Figure 7). The same shifts are shown for reading in Figures 8 and 9, science in Figures 10 and 11, and social studies in Figures 12 and 13.

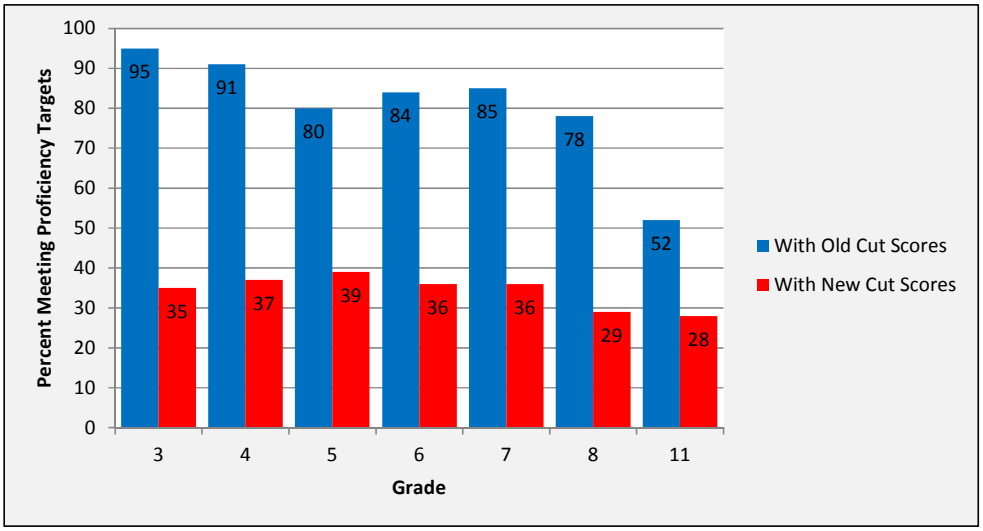


Figure 2. Impact of new cut scores on statewide proficiency in mathematics.

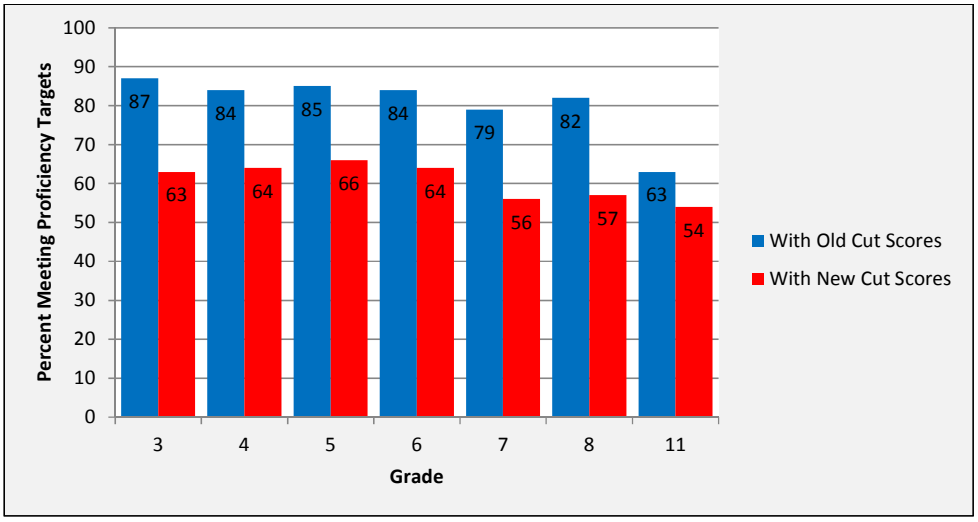


Figure 3. Impact of new cut scores on statewide proficiency in reading.

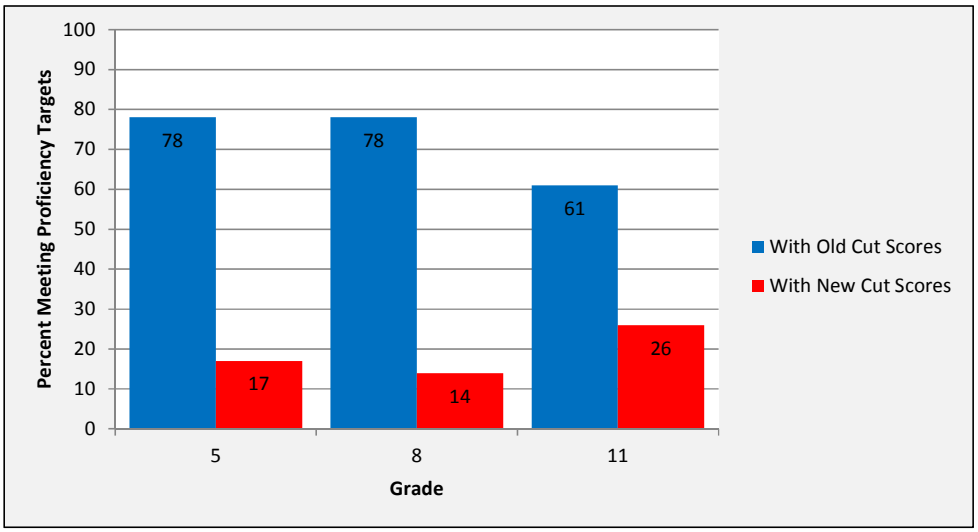


Figure 4. Impact of new cut scores on statewide proficiency in science.

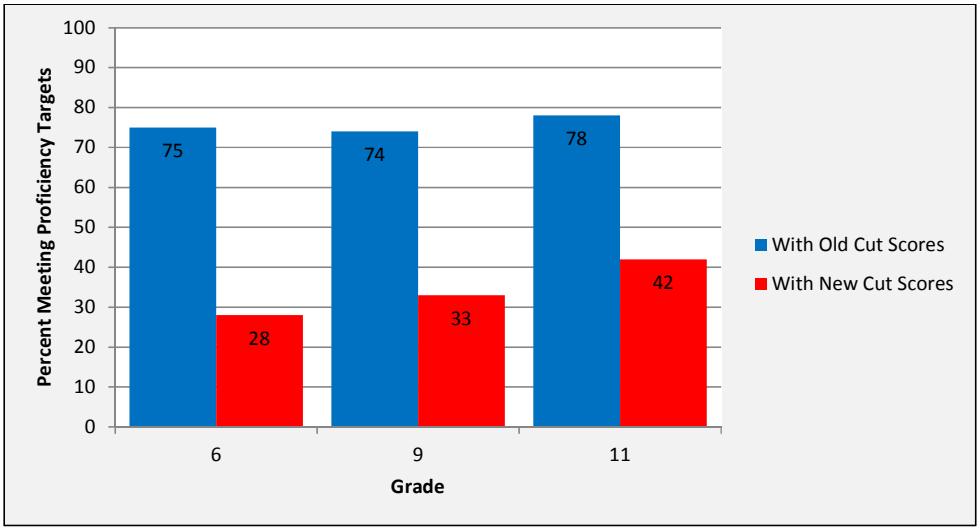


Figure 5. Impact of new cut scores on statewide proficiency in social studies.

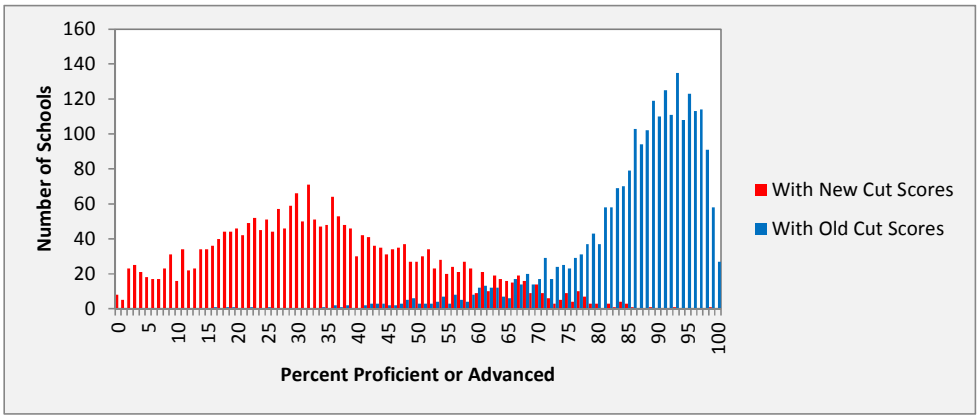


Figure 6. Shift in elementary/middle school distributions of mathematics proficiency from old to new cut scores.

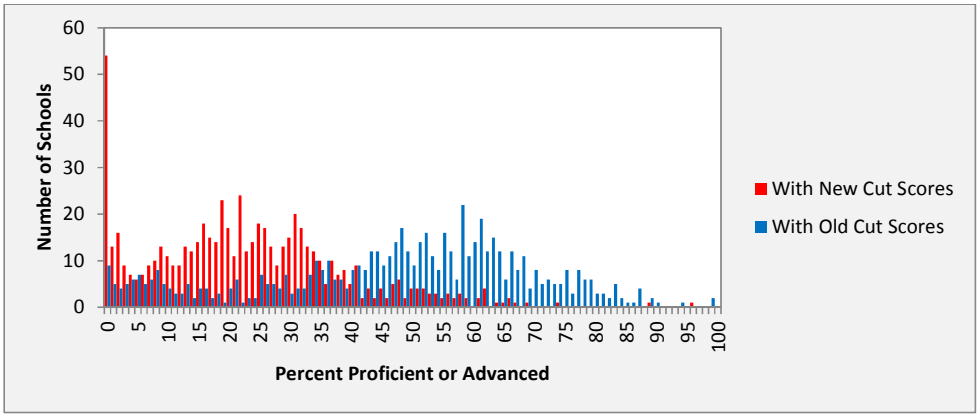


Figure 7. Shift in high school distributions of mathematics proficiency from old to new cut scores.

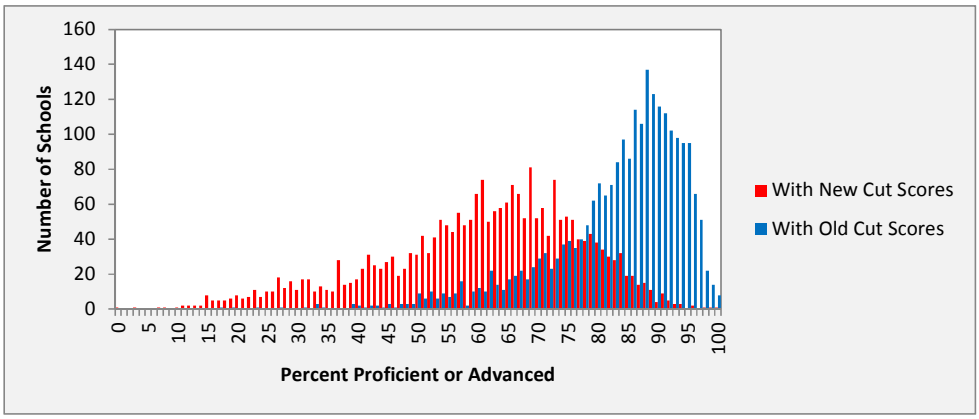


Figure 8. Shift in elementary/middle school distributions of reading proficiency from old to new cut scores.

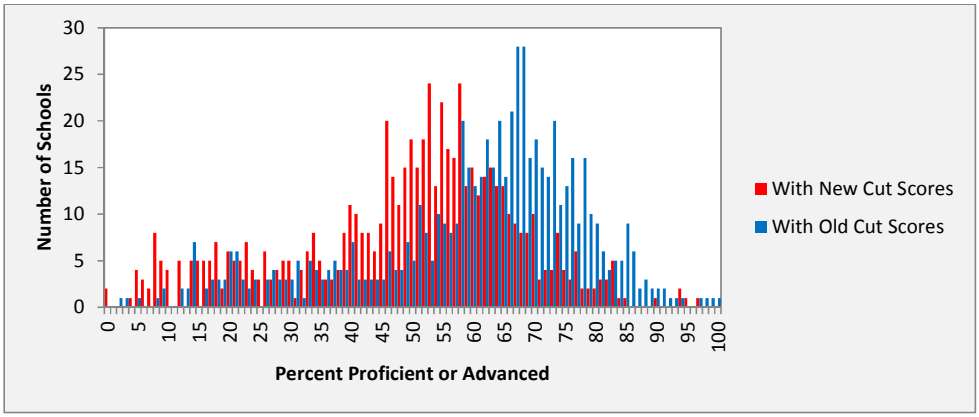


Figure 9. Shift in high school distributions of reading proficiency from old to new cut scores.

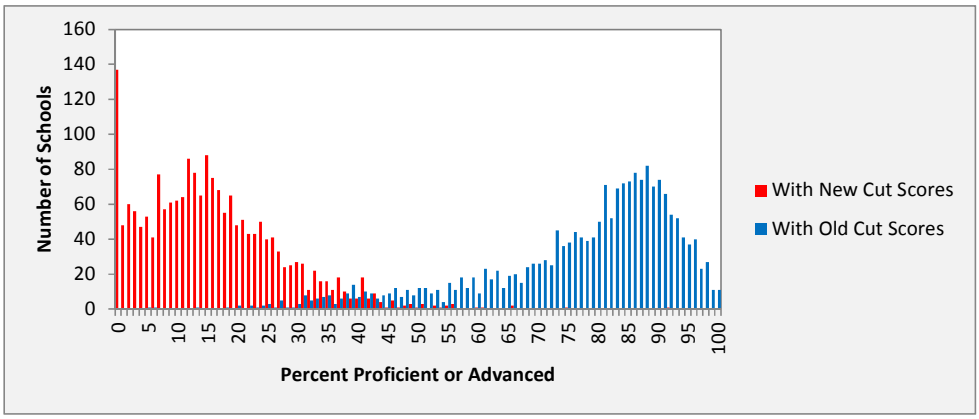


Figure 10. Shift in elementary/middle school distributions of science proficiency from old to new cut scores.

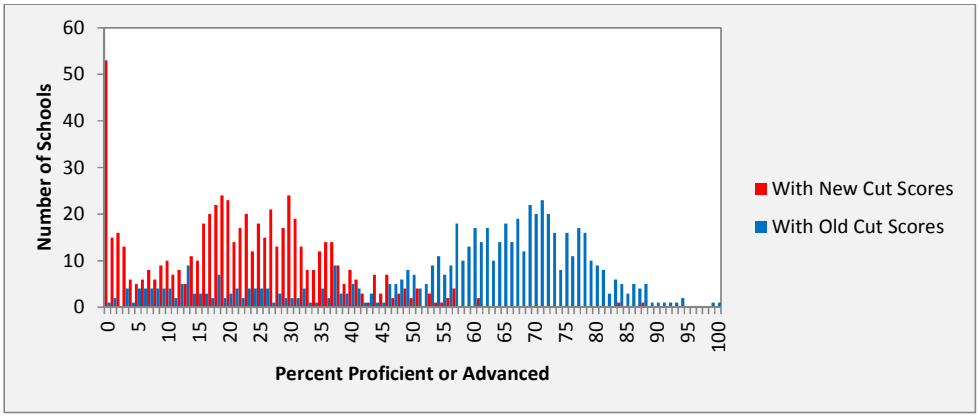


Figure 11. Shift in high school distributions of science proficiency from old to new cut scores.

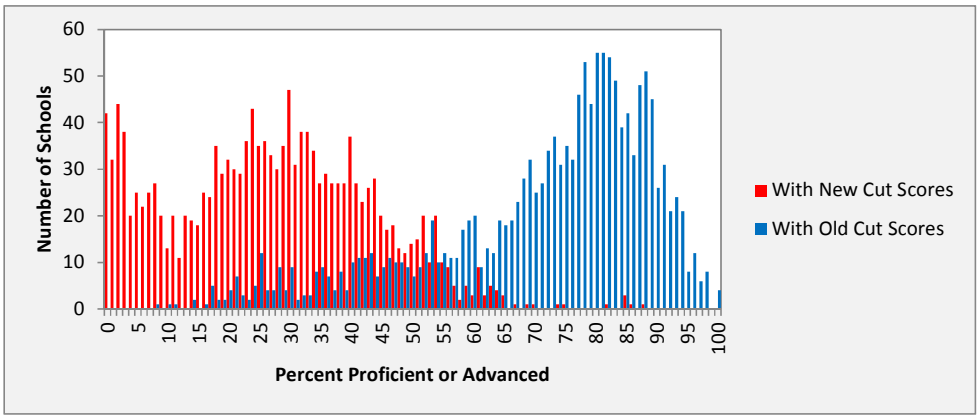


Figure 12. Shift in elementary/middle school distributions of social studies proficiency from old to new cut scores.

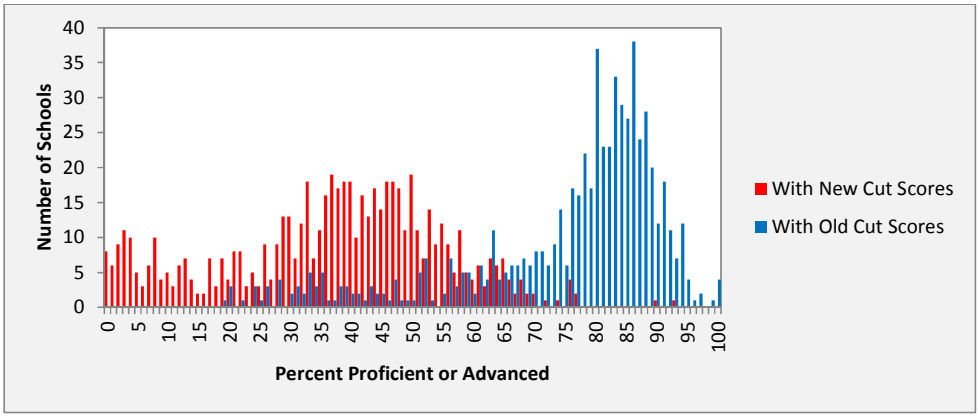


Figure 13. Shift in high school distributions of social studies proficiency from old to new cut scores.

As can be seen from Figures 2 through 13, the rigor of performance expectations on MDE's standardized assessments has increased dramatically. For more information about how these cut scores were derived, please refer to the Technical Appendix (Attachment 13.A).

Effective Educators

MDE is already using its network of partner agencies and organizations to provide specific support to educators. In addition to the development opportunities provided by the state's regional educational service agencies, Math/Science and Regional Literacy Centers, and other partner organizations, Michigan school leaders have access to other quality tools and information through the following resources:

- MDE has ongoing relationships with colleges and universities, professional associations such as the Michigan Association of Secondary School Principals, the Michigan Association of Public School Academies, and other membership and/or advisory organizations that allow for direct interaction, dialogue and learning opportunities for Michigan principals. Administrators can attend endorsement programs to earn specialty and enhanced endorsements that are added to their school administrator certification. These specialization and enhancement areas include, but are not limited to curriculum, instruction, as well as principal and superintendent enhancement. MDE works closely with the administrator preparation institutions, associations, and organizations to disseminate effective practices and provide training presentations at conferences and other events.

- Michigan State University's Office of K-12 Outreach has provided instructional leadership development during the past six years, as part of our Statewide System of Support. Michigan State University will continue to partner with MDE to develop training for local specialists who can provide tools and processes to improve the quality of leadership at both the district and building levels.

- MDE is working with educator preparation institutions (EPI's) to improve their programs by offering more technical assistance as well as offering information on current trends to incorporate within programs. The review process of programs is coordinating with NCATE to improve principal preparation programs as well as updating current principal and central office standards to include more specified technology and teacher leader standards. The professional associations are also offering more district level programs in conjunction with the department.

MDE collaborated with Great Lakes East/American Institutes for Research (AIR) to develop an evaluation design that determined whether student achievement improved as a result of these efforts.

Teacher Preparation

MDE is currently working to examine and revise teacher preparation endorsement and certification standards in English Language Arts and mathematics to align with the depth of content and rigor of instruction required to effectively teach the Common Core State Standards. We will continue to examine the need for revising endorsement and certification standards as the development of career and college ready content standards are developed and adopted in additional content areas. MI has also revised its endorsement program approval process to emphasize outcome measures, rather than program inputs. This means that each endorsement program must ensure that their candidates are prepared to effectively teach all students based on certification examination data.

MDE worked with stakeholders to develop the Professional Standards for Michigan Teachers (PSMT), adopted by the State Board of Education in 2008. The PSMT work in conjunction with endorsement and certification standards to guide teacher preparation institutions in developing programs that prepare teachers to effectively:

- Create supportive learning environments for all students
- Use innovative technology, including online and virtual learning environments
- Demonstrate depth in content knowledge and content specific pedagogy
- Integrate Instructional design and assessment
- Demonstrate professional responsibility and supportive and collaborative relationships with the student, the school, the district, and the community.

In order to ensure that all parts of the educator preparation program aligns with the knowledge and

skills necessary to effectively deliver instruction and assess learning of career and college ready content, MI is currently deciding whether to revise and continue to use the PSMT (Professional Standards for Michigan Teachers) to ensure alignment with the updated endorsement and certification standards or move to the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

As part of the revision of teacher certification standards, we are revising the Michigan Test for Teacher Certification (MTTC) program to align with the Common Core State Standards (CCSS). All special education teachers in Michigan are required to obtain a general education teaching certificate before a special education endorsement is added. In this way, we ensure every Michigan teacher knows and understands the Common Core. The institutions that prepare special education teachers will have professional training on the Common Core Essential Elements to ensure that teachers of students with severe cognitive disabilities graduate with the understanding they'll need in their work. MDE will provide this training through the Special Education IHE committee in the spring of 2012.

Other initiatives include:

- Plans to revise the ESL and bilingual endorsement standards to reflect the needs of the field and CCSS. Specifically, the standards will include competencies regarding high incident areas, where it is difficult to distinguish between an EL (language) and special education issues, as well as data driven decision-making. This work will most likely begin in early Fall 2012.
- An EL/Special Education Core Team was formed in 2007. Recently, this team has begun discussing how/ what it would look like to include EL aspects into the Special Education endorsement, as well as EL and Special Education aspects into all endorsement standards.
- We are currently revising all secondary English Language Arts related endorsement standards (i.e. Reading, Reading Specialist, English, Speech, Journalism, and Communication Arts, and Language Arts) to include CCSS/CCR. The standards have been drafted and are being reviewed by the committees.
- We are currently working to draft revisions to the elementary endorsement standards to reflect Math and ELA CCSS, as well as the elementary and secondary mathematics endorsement standards.

MDE views the adoption of the Common Core State Standards as a catalyst for continued systematic change. MDE will work closely with representatives of teacher preparation institutions and key stakeholders to ensure the Common Core is fully supporting career- and college-readiness for all learners in Michigan.

P-20 Transitions

All the strategies and teams described in this section work together with one singular aim in mind: effective student preparation and achievement. Every child attending a Michigan school will experience the best we have to offer in the way of curriculum, instruction, assessment and results. To this end, we will work with our partners to deliver high-quality systems and support that is continuously improving for the benefit of all. But it does not stop there. We are also reaching beyond K-12 to ensure our state addresses the needs of all learners, even those who are not yet old enough to attend school.

In 2011, the Governor established an Office of Great Start within the MDE. The new office combines the Department of Human Service's Office of Child Development and Care and the Head Start State Collaboration with the Department of Education's Office of Early Childhood Education and Family Services. By housing the office in the MDE, the state sends a strong signal about the importance of early care and education: it's not about baby-sitting; it's about learning and development in ways that allow for adequate stimulation, brain development, and preparation for school.

The Office of Great Start is responsible for management and leadership for all publicly-funded early education and care programs, including Child Development and Care, the Head Start Collaboration Office, state Pre-Kindergarten (Great Start Readiness Program), early intervention (Part C of IDEA, called Early On in Michigan), early childhood special education (Part B, Section 619), and the state parent education initiative (Great Parents, Great Start), and is responsible for collaborative efforts with other offices that use available Title I, Part A funds and state at-risk (Section 31a of the State School Aid Act), as well as funds for migrant, dual language learning young children, and funds for homeless children for young children. Bringing these funding streams under one management authority allows for a coordinated system of standards, assessment and accountability and for collaborative efforts to develop regional recruitment and enrollment strategies to serve more vulnerable children in high-quality settings. MDE is working with the Early Childhood Investment Corporation with Early Learning Advisory Council funds to revise and enhance our Early Childhood Standards of Quality documents to include alignment from Infant-Toddler through Preschool/Prekindergarten to K-3 standards. Contracted writers are working with large advisory groups to complete the alignment and enhanced documents this school year. The standards and assessments designed to measure program quality are used in all programs and form the basis for the state's Tiered Quality Rating and Improvement System (Great Start to Quality), which is used for all licensed, regulated, and child care subsidy programs and settings. Aligning these initiatives with kindergarten and the primary grades is a necessary foundational step to ensuring that vulnerable children have a chance to enter school prepared for its rigors, safe, healthy, and eager to succeed.

The Michigan Office of Great Start will manage a coherent system of early learning and development that aligns, integrates and coordinates Michigan's investments in critical early learning and development programs. We are reaching beyond K-12 in our approach, and taking bold steps to boost readiness and achievement in our schools.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**	**Option C**
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

MDE is taking the opportunity offered by the ESEA Flexibility Request to develop a truly unified and differentiated system of accountability and support. The proposed accountability system combines: (i) normative ranking approaches, which allow us to identify those schools most in need of intervention to increase student performance and close achievement gaps, with (ii) a criterion-referenced proficiency-based approach that requires all schools to reach ambitious and attainable proficiency goals and systematically address the needs of every learner. This accountability system uses an easily accessible "scorecard" and intuitive color-coding in order to continue to leverage the importance of light-of-day reporting and increased information to educators, parents and community members. The accountability system informs the differentiated system of recognition and supports, allowing resources and targeted interventions to be accurately deployed to districts. In all of this, MDE reaffirms our singular focus on increasing student achievement through the targeted use of strategic interventions and best practices that are informed by data and accountability.

Our Theory of Action → Principle Two

If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- **Consistent implementation of career- and college-ready standards**
- **Rapid turnaround for schools not meeting annual measurable objectives (AMOs)**
- **Reduction in the achievement gap**
- **Reduction in systemic issues at the district level**
- **Improvements to the instructional core**
- **Better understanding/utilization of data**
- **Improved graduation and attendance rates**
- **Building of/support for effective teaching**
- **Building of/support for school leadership capacity**

- **Effective accomplishment of responsibilities by district leadership**

Our work on this principle will breathe life into all components of MDE's Theory of Action, and allow us to support teaching and learning in customized, diagnostic ways. Our plans build on available knowledge and resources — standards, instruction and assessment — to make real our twin pillars of excellence and equity for all Michigan learners.

Here's how it will work:

- MDE will rank its schools, developing a "Top-to-Bottom" List of schools and their performance. The ranking will be based on *student achievement*, *student growth over time*, *school improvement over time*, and *achievement gaps* across all five tested subjects (mathematics, reading, science, social studies, and writing). This list and the methodology used in compiling it are incorporated throughout the accountability system.[3]
- MDE will also generate an Accountability Scorecard for every school, showing their performance on proficiency and improvement targets for all students and for all subgroups. This scorecard will provide schools with Dark Green, Lime Green, Yellow, Orange or Red ratings that allow them to assess at a glance where their areas of strengths and weakness lie. This is discussed in greater detail in Principle 2B.
- One of the key innovations allowing us to focus relentlessly on closing achievement gaps is the addition of the "Bottom 30%" Subgroup that will be used along with the nine traditional subgroups. This subgroup consists of the lowest-performing 30% of students in every school. Its use will ensure that schools are held accountable for increasing the achievement levels of their lowest performing students, and that all schools testing at least 30 full academic year students have a subgroup regardless of the demographic composition of their school. By improving the achievement of the bottom 30% subgroup, a school improves its overall achievement, improves the achievement of low-performing students in each of the demographic subgroups, and closes its achievement gaps.
- Schools at the bottom 5% of the Top-to-Bottom list will be identified as Priority schools (or persistently low achieving schools). Within the Priority school category, four sub-classifications will be used to facilitate triage and ensure appropriate supports are delivered (see Table 1).
- The 10 percent of schools with the largest achievement gaps in the state will be categorized and treated for improvement as Focus schools. The achievement gap is calculated as the distance between the average standardized scale score for the top 30% of students and the

[3] We would like to note that the Top-to-Bottom methodology is a modification of the federally prescribed ranking rules for school improvement grants to persistently lowest achieving schools. Over the course of the 2010-2011 school year, MDE took the original methodology for persistently lowest achieving schools, engaged in multiple and repeated conversations with stakeholders regarding the methodology, and made significant revisions based on that stakeholder feedback. Revisions included adding the achievement gap to the rankings, standardizing scale scores to better compare students and schools, adding graduation rate, and a variety of other improvements. The Technical Appendix contains a chart comparing the two methodologies, along with more detail on the changes made through this iterative process with our stakeholders. Although that stakeholder feedback was generated prior to the ESEA Flexibility opportunity, we would like to acknowledge that the yearlong process on the Top-to-Bottom ranking was an important component in helping to position us to submit this flexibility application.

bottom 30% of students in that each school. Larger gaps decrease a school's overall ranking; smaller gaps help raise their ranking.

- A list of schools Beating the Odds will be developed. A school will be considered as "beating the odds" when it outperforms its predicted Top-to-Bottom percentile ranking as predicted by schools' demographic makeup[4], or based on outperforming the 30 most demographically similar schools in the state.
- A list of schools making and not making Adequate Yearly Progress. AYP will now be presented in a scorecard approach, and incorporates proficiency targets on career- and college-ready cut scores. After 2012, this will not be labeled as Adequate Yearly Progress.
- A list of Reward schools will be identified. Identification will result from the following:
    - Making Adequate Yearly Progress (being a Dark Green, Lime Green, Yellow, or Orange school)

    AND
- Achieving one or more of the following distinctions:
    - Being in the top 5% of the Top-to-Bottom ranking
    - Being in the top 5% of schools on the improvement measures in the Top-to-Bottom ranking
    - Being a school identified as Beating the Odds
    - Being a school showing continuous improvement beyond the 2022 proficiency targets (beginning in 2013)
- All Schools in Michigan – whether they are Title I or not — will be subject to state-level requirements and eligible for MDE support/assistance upon request.

Michigan School Classifications— By The Numbers

MDE is able to demonstrate the required number of priority, focus, and reward schools that meet the respective definitions of those groups of schools.

Priority Schools:

- Step 1: Determine the number of schools it must identify as priority schools
    - Michigan: 100 schools must be identified as priority

[4] The demographic characteristics used are: locale, grade configuration, state foundation allowance, enrollment, percent racial/ethnic in each category, percent economic disadvantage, percent students with disabilities and percent limited English proficient. MDE intends to continue to refine the Beating the Odds methodology and may add or remove demographic characteristics depending on their usefulness in identifying similar schools and in differentiating among schools.

We are considering modifications to the matching process, and are engaged in a study with the Regional Educational Laboratory-Midwest to re-evaluate the Beating the Odds methodology. We have considered dropping the Census-based locale coding currently used, and instead using a Michigan-specific regional measure, as we feel the Census-based codes are not accurately reflecting the realities of experience of schools in Michigan. We are also investigating the impact of dropping enrollment, or redefining the cluster size based on enrollment, because Michigan has a relatively small number of very large schools (i.e. over 1000 students) and so those schools have fewer opportunities to "beat the odds." Those decisions are underway, and will be made based on further data analysis done in conjunction with the Regional Educational Laboratory-Midwest.

- Step 2: Identify the schools on the list generated by the overall rating in the accountability system that are currently-served Tier I or Tier II SIG schools
  - Michigan: 52 SIG schools currently served.
- Step 3: Identify the schools on the list generated by the overall rating in the accountability system that are Title I-participating or eligible high schools that have had a graduation rate less than 60% over a number of years
  - Michigan: 4 schools
- Step 4: Determine the number of additional schools the SEA needs to identify as among the lowest-achieving five percent of Title I schools in the State to reach the minimum number of priority schools it must identify by subtracting the number of schools identified in steps 2 and 3 from the number identified in step 1
  - Michigan: 44 schools (100-52-4 = 44)
- Step 5: Generate a list that rank-orders Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments combined and lack of progress on those assessments over a number of years. To generate this list, an SEA might use the same method that it used to identify its PLA schools for purposes of the SIG program, but apply that method to the pool of all Title I schools in the State.
  - Michigan: This was accomplished by taking the ranking system that is used for our current PLA schools and applying it to all Title I schools, as opposed to only the Tier I and Tier II pools.
- Step 6: using the list from step 5, identify which schools fall within the lowest-achieving five percent.
  - Michigan: The lowest 5% of schools on that straight Top-to-Bottom list was identified.
- Step 7: Demonstrate that the list generated based on schools' overall rating in the accountability system includes a number of schools at least equal to the number determined in step 4 that are also on the list of lowest-achieving five percent schools identified in step 6. Note that the schools counted for this purpose must not have been counted as currently served SIG schools or low graduation rate schools.
  - Michigan: We have 55 schools that are both lowest 5% of the PLA list (using percent proficient and improvement) AND lowest 5% of our Top-to-Bottom list, not including SIG or low grad schools. We needed 44 to meet the threshold.

Although Michigan has a sufficient number of schools identified by both metrics to meet the demonstration requirements outlined above, we would also like to present conceptual considerations for USED to review as they consider ranking mechanisms for schools.

MDE has produced and distributed the ranking of all Title I schools that is used to produce the PLA list for two years. In the initial year that the list was released, MDE engaged in substantial discussions with

stakeholders regarding the ranking methodology, as MDE was integrating this methodology into our state accreditation system. Stakeholders raised a number of concerns about the ranking, many of which MDE found to be valid concerns and which resulted in changes in our ranking calculations, producing the Top-to-Bottom methodology we presented here.

One of the key criticisms was that the use of percent proficient as the achievement component of the ranking was unfair, because cut scores were differentially difficult at various grade levels. Being proficient in third grade was easier to obtain than being proficient in eighth grade, so schools with grade spans that included the higher grades were at a disadvantage. MDE conducted some internal analyses, and found some validity in the claim—there did seem to be a relationship between grade span and ranking. Measurement research suggests that this is a common issue with a lack of vertical articulation of standards across grades. Our modified ranking system relies on a standardized student scale score, where the student's scale score on the assessment taken by that student is compared to the statewide average of all students who took that same assessment in the same grade and content area. This helps negate the grade-level differences in standards that are present in any assessment and content standard system, and also makes for a more fair comparison of schools to each other, where grade span is not as easily conflated with achievement. One additional benefit is that keying off scale scores provides a more stable ranking methodology because we are not throwing away information in the scale scores by bifurcating them into proficient/not proficient categories. Finally, with our new, more rigorous cut scores, it would be difficult to determine differences in ranking at the lower end of the ranking, as many schools are clustered around a low percent of students proficient.

We include all full academic year students who take any of our assessments in the Top-to-Bottom ranking. For students who take our alternate assessment, MI-Access, the way this is accomplished is that we take the student's scale score on the assessment they took (the three levels of our alternate assessment are Functional Independence, Supported Independence, and Participation), and standardize that scale score against all students who took that same assessment in the same subject, grade and year. This allows us to standardize scale scores from all assessments and then combine them into the three components of the Top-to-Bottom ranking. We do not limit the number of scores from the alternate assessment that can be included in the Top-to-Bottom ranking. See Appendix 13.E regarding accountability designation for special education centers.

We fully believe our Top-to-Bottom methodology is an improvement over the percent proficient ranking methodology that was part of the original PLA system, and believe this should be considered in a more general sense when asking states to rank schools. Although we can demonstrate that we meet the requirements for number of schools identified under both methods, MDE stands by its revised ranking methodology as a more accurate and fair way to conduct a school ranking.

Reward Schools

- Generate a list that rank orders Title I schools in the state based on aggregate performance in reading/language arts and mathematics for the all students group over a number of years.

  - Use the original PLA methodology, which ranked schools on percent proficient and used only reading and mathematics.
  - Identified the top 5% of Title I schools as "high-performing"
- Generate a list that rank-orders Title I high schools in the state based on graduation rates.
  - Used the graduation rate over four year; identified any school with a graduation rate over 97% as high-performing.
- For each list, set a cut point.
  - Top 5% of the overall PLA list, and over 97% for graduation rate.
- We also generated a list of composite improvement rate for all schools and used only the reading and mathematics improvement composite, then flagged the top 5% of those schools as "reward' schools.
- Remove from the lists all schools not making AYP
  - Done
- Remove from the lists schools that have significant achievement gaps
  - Removed all Focus schools from this list.

Results:
Looking only at the Title I schools, we identify 109 Title I schools using the steps outlined above and 109 Title I schools using our three methods (high performing on our Top-to-Bottom ranking, high improvement on the improvement component of the Top-to-Bottom ranking, and beating the odds). Of those 109, 51 schools (or 47%) are identified by both methodologies. Fifty-eight schools are identified by our methods that are not identified by USED's; and 58 are identified by USED's that are not identified by ours (53%).

Of those identified by MDE's methodology that are not by USED's, 45 of those (78%) are identified by our Beating the Odds methodology, which looks at schools that can significantly outperform their expected outcomes or the outcomes of a comparison group of schools. There is no equivalent to this in the USED system, so therefore we would not expect coherence here.

Of those identified by USED's methodology that are not identified by USED's, these are largely elementary/middle schools (only three standalone high schools), and they are identified as either high achieving or high performing. We believe this indicates what we had previously stated about basing a ranking on percents proficient instead of our preferred and more precise formula of ranking schools based on their standardized student scale scores, improvement, and achievement. We also believe this reflects the inclusion of five tested subjects as opposed to only two.

It is MDE's belief that a 47% overlap between our preferred methodologies and the suggested methodologies of USED is sufficient.

Focus Schools Comparison

- Determine the number of schools that must be identified as focus schools.
  - In 2010-2011, we had 2006 Title I schools, so we needed to identify 201 schools as focus schools

- Identify the schools on the list generated by the overall rating in the accountability system that are Title I and have a graduation rate less than 60% and are not priority schools.
    - Zero.
- Identify additional Title I participating high schools that have graduation rate less than 60% and have not been identified as priority schools.
    - 5
- Determine the remaining number of schools that the SEA needs to identify as focus schools by subtracting the number of schools identified in steps 2 and 3 from the number identified in step 1.
    - 201-5 = 196
- Generate a list that rank orders Title I schools in the state based on achievement gaps between subgroups in a school over a number of years; set a cut point that separates highest achievement gap schools from others.
    - This is our focus schools metric; the average achievement gap between the top 30% and bottom 30% subgroups within each school, across all five tested subjects. The cut point is the value represented by the Title I school at the 10th percentile of this ranking.
- Using this method, we identify 340 Focus schools, 206 of which are Title I schools, and 5 of those are schools with graduation rates below 60% over three years.

Below is MDE's estimated subgroup accountability comparison as requested by USED.

	Number of schools held accountable for one or more ESEA subgroups	Percentage of schools held accountable for one or more ESEA subgroups	Number of students in ESEA subgroups included in school-level accountability determinations (non-duplicated count)	Percentage of students in ESEA subgroups included in school-level accountability determinations (non-duplicated count)
Under NCLB	2906	83%	1411522	93%
Under ESEA flexibility	3521	100%	1518597	100%

MDE's proposed categories and interventions are summarized in Table 6, on page 73.

Figure 14 below demonstrates how the components of the accountability system work together to hold all schools accountable. If a school is a Priority school, it cannot be a Focus school or Reward school, and is "Red" on the Accountability Scorecard. Focus Schools, on the other hand, will be allowed to achieve the appropriate color on the Scorecard and will not automatically be considered "red."

Reward schools are drawn from those schools who are not Priority, Focus, or "Red" on the Scorecard, and are identified as high-achieving, high-improvement, or Beating the Odds.

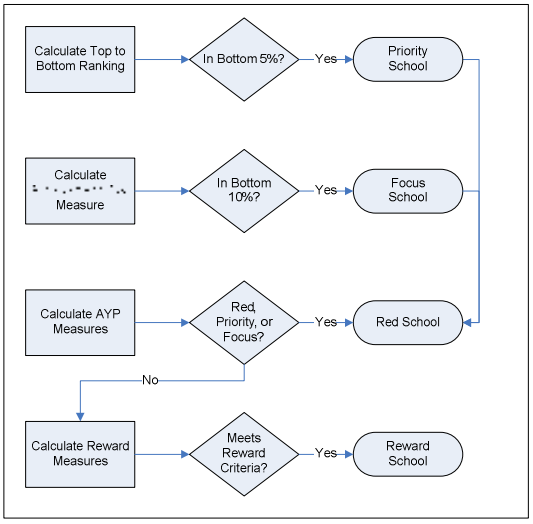


Figure 14. MDE's accountability system as a coherent whole.

The way that all schools are accounted for in MDE's accountability system as a whole is presented in Figure 15 below. As can be seen, all Priority schools are Red in the Red/Orange/Yellow/Lime/Dark Green color scheme, with Reward and Focus schools spanning the Green/Lime/Yellow/Orange boundary. All schools are included in the Dark Green, Lime, Yellow, Orange, and Red buckets—the color-coded Accountability Scorecard ensures that all schools receive a meaningful accountability status. A low-achieving school—for example, one that is ranked at the 10th percentile—with a small achievement gap would not be designated as a Priority school or a Focus school. However, it would still receive a "Red" rating, which indicates to the school and its stakeholders that there are areas of concern at that school.

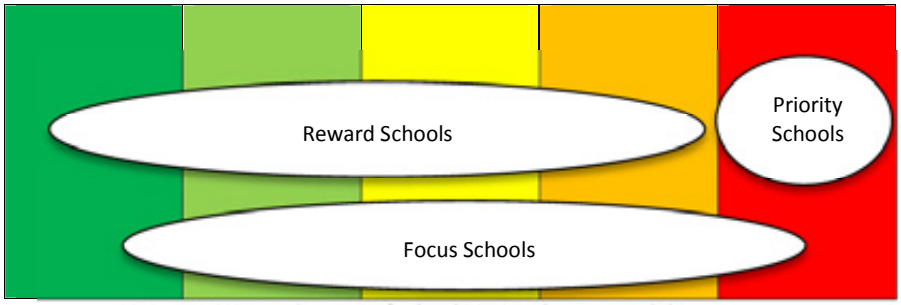
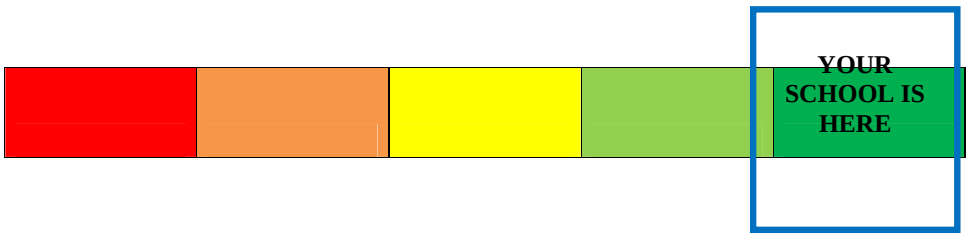


Figure 15. Venn diagram of schools in MDE's accountability system.

In the time between the initial submission to USED and the peer review opportunities, we heard more feedback from the field that raised concerns regarding the proposed Green/Yellow/Red color scheme, and that it did not provide sufficiently differentiated information to parents, stakeholders, and the education community regarding the performance of schools. MDE took this feedback under advisement and would like to propose a revised color scheme.

As opposed to a Green/Yellow/Red color scheme for the final school designation, MDE would now like to expand to ~~five~~ six colors—Dark Green, Lime Green, Yellow, Orange, and Red for schools with proficiency results, and Purple for schools without proficiency status. ~~and Purple to use as an indicator for schools without proficiency results. A purple status indicates a school that hasn't operated long enough to attain full academic year students and thus proficiency results. These schools are still responsible for meeting participation and other requirements.~~ This allows us to further differentiate the "yellow" category in particular. MDE plans to display these final colors in a continuum, to help parents understand where their school falls (see below for example). The Purple designation exists outside the continuum, because it is used as an indicator for schools without proficiency results. A purple status indicates a school that hasn't operated long enough to attain full academic year students and thus proficiency results. These schools are still responsible for meeting participation and other requirements, but are not addressed in remaining explanations because of this unique status.



In order to earn each color, a school has to earn a certain target number of points, as follows:

Less than 50%:	Red
50-60%:	Orange
60-70%:	Yellow
70-85%:	Lime Green
Over 85%:	Dark Green

This provides for more differentiation, particularly in the formerly "yellow" category. A school can earn an orange rating or above by demonstrating, on average, improvement (as indicated by safe harbor) in all subjects and subgroups.

General business rules will stay the same, including:

- Red/yellow/green color coding within subject and subgroups (saving the more differentiated coding for the overall color scheme)
- Participation rules: For each "red" that a school earns in any subgroup/subject combination,

their overall color is lowered one level. If a school earns two reds in the "all students" category in any two subjects, the school automatically earns an overall "red" rating. This is to prevent schools from choosing to not assess certain students.

- Interactions between Priority, Focus and Reward school status and the Accountability Scorecard stay the same.

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All Schools

All Michigan schools are required to carry out the following action steps each year:

- Complete a Comprehensive Needs Assessment (CNA);
- Develop or revise a School Improvement Plan;
- Provide an Annual Education Report to the public in accordance with Michigan law; and
- Submit other academic, financial and compliance data to the RESA and state as required.

MDE's proposed accountability system, submitted pursuant to this ESEA Flexibility Request opportunity, will not change the basic activities and submission requirements for schools. Rather, the new system will build on these basic elements to support rapid improvement and change for schools that are most in need of support.

Priority Schools

Schools at the bottom 5% of MDE's Top-to-Bottom list will be identified as Priority schools. Pursuant to Michigan law, all schools in this category are under the purview of the Michigan School Reform/Redesign Office (SRO). The responsibilities of the SRO are as follows:

- Identification of Priority schools (also considered Persistently Lowest Achieving (PLA) schools per Michigan legislation);
- Notification of school boards/charter school authorizers with Priority schools;
- Review of reform plans with recommendations for approval or recommendations for revision and resubmission;
- Notification to school boards/charter school authorizers of Plan Approval/Disapproval;
- Ongoing monitoring and documentation of implementation of reform plans;
- Establishment of the Reform/Redesign District comprised of schools whose plans were disapproved, and those schools not making significant growth toward student achievement;

and

- Decision regarding LEA oversight of PLA schools or transfer to the Reform/Redesign District.

In addition to general oversight, the School Reform/Redesign Office provides technical assistance and professional learning support to address the fidelity of implementation of the reform plans. Monitors working with the schools not only address the general compliance with its plan, but support a range of implementation considerations through coaching and a professional learning program. The School Reform/Redesign Office provides strategic support through the following efforts:

- Coordination of MDE reform efforts to ensure thorough integration of activities and monitoring of Priority schools;
- Review and analysis of state policies and legislation that might cause barriers to rapid turnaround in schools;
- Development of policies and strategies to support effective school leaders in Priority schools;
- Strengthening of teacher effectiveness in Priority schools through a combined program of "just-in-time" technical assistance, along with a program of professional learning that is job-embedded, uses best practices, and is linked to Michigan's Teaching and Learning Framework and the Common Core standards; and
- Identification and development of tools and resources to ensure schools implement redesign plans using outcomes-based practices that are designed specifically for rapid turnaround.

Based on all of these efforts, the School Reform/Redesign Office will develop a district intervention model for rapid turnaround that will be used to sustain school level interventions at the district level. The goal of this model is to address the components of reform, as outlined throughout this proposal, and to strengthen district-level systems that will increase the fidelity with which schools can implement their reforms. The creation of the School Reform/Redesign Office was crucial for Priority schools to develop this capacity for a number of reasons. First, it created a central office within MDE to oversee monitoring and decisions about all Priority schools, no matter whether they are Title-I funded or not. Second, the SRO bridges a number of programs and offices within MDE that are directly or indirectly involved in addressing moving reform targets and encourages cross-office collaboration to address the broader, holistic needs of Priority schools. As such, the SRO will also anchor some specific collaborative initiatives, such as the development of supports to eliminate the various achievement gaps that exist within individual schools or districts, as well as statewide for certain subgroups.

The School Reform/Redesign Office is the last opportunity for Priority schools to address persistently low achievement with some focused options while staying under the governance of the local school district. Schools adopt one of the four federal reform models (1003g School Improvement Grant) while under the supervision of the School Reform/Redesign Office. Schools will engage in a year of reform planning, and continue with up to three years of monitoring and support during implementation before decisions about governance and control are made.

Before we describe our Priority School interventions, we recognize that these schools are all going to look very different from one another. Based on our analysis, we can see the bottom 5% of the state's Top-to-Bottom list is comprised of urban, rural and suburban schools, small and large schools, charter and traditional schools, schools with all types of grade configurations, and schools with radically different approaches to teaching and learning. Some schools will have been in the bottom 5% for some time, while others may be experiencing only temporary troubles.

Thus, there will not be a "one size fits all" approach to solving the problems in these buildings, because there are many different reasons why these problems exist in the first place.

Specific, Diagnostic Interventions

MDE will allow for customized interventions and supports to be developed at the local level, with support from an array of experts. This is why subcategories of performance exist, as depicted in Table 6. The state will need to understand and accommodate many different types of concerns within each of its Priority Schools in order to ensure a targeted, effective remedy. This will require extensive coordination among MDE offices, stakeholders, and experts.

To begin, however, all Priority schools will be required to undertake the following, to ensure turnaround and success:

- Notify families of students attending the Priority school of its Priority school status, the reasons for its identification and the school's and district's plans to improve student achievement. (MDE will offer template letters that specify required elements, but schools will be allowed to customize the letter in order to tell their story accurately.)
- Conduct a data-based professional dialogue with district and school staff, designed to ascertain root causes of the large achievement gaps, and identify 1-2 major shifts in teaching/learning practice that hold the potential to substantively shift the performance of the school and post these Instructional Priorities in a "diagnostic" addendum to the school's improvement plan in the AdvancED School Improvement portal.
- Conduct a district-level professional dialogue (with participation of any Focus and Priority schools in the district) to identify 1-2 major shifts in district practice, procedures and systems that would increase the ability of struggling schools to make rapid changes in practice.
- Implement a state-approved Reform/Redesign Plan aligned to their needs over the course of four years: one year of planning and three years of implementation. The four Reform/Redesign options are:
    - Closure;
    - Restart as a charter school;
    - Turnaround; and
    - Transformation
- Prepare to implement Reform/Redesign plans by making necessary revisions to incorporate building and district changes of practice into School and District Improvement Plans and the

district's consolidated application for federal funds.

- Participate in a comprehensive, job-embedded professional learning program that is designed to increase capacity for turnaround by providing tiered supports for administrators, teacher leaders, and teachers around the following:

- Effective ways to understand and address the root causes of their performance issues;
- Successful implementation of the components of the four reform/redesign models, and considerations for the design of effective school reform plans;
- Effective instructional practices, including specific supports for differentiated instruction, management of learning practices, implementing rigorous standards and learning tasks, and utilizing technologies to support learning;
- Implementation of a multi-tiered system of supports for professional learning, mentorship, community engagement, and other critical practices
- Identification and response to challenges to the reform effort, with progress monitoring tools in core subjects and skills;
- Data utilization for curricular and instructional policy and formative student assessment; and
- Any other strategies or approaches necessary to improve performance and reduce achievement gaps.

- Participate in the Superintendent's Dropout Challenge by identifying 10-15 students in all elementary, middle and high schools who are nearing or in a transition year with multiple dropout risk factors and provide research-based supports and interventions. MDE has data that indicates higher performance in participating schools compared to non-participating schools in both graduation rate and dropout rate.

MDE's approach to Priority Schools brings deeper, more customized assistance to schools experiencing performance challenges. In addition, our revised approach better prepares districts to support their schools on an ongoing basis. Similar customized assistance to special education centers that are not designated as Priority schools is addressed in Appendix 13.E.

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Michigan's Revised Statewide System of Support (SSoS)

Our new Statewide System of Support will supplement the efforts of districts and schools that receive Title I funding as they undertake reform/redesign work, in the following ways:

- Offer program supports that are provided by regional educational service agencies:
- A trained School Improvement Facilitator from the regional educational service agency will be part of a School Support Team that meets with the school to support and monitor school improvement efforts; and
- Implement appropriate RESA-provided components:
  - Content Coaches

- Professional learning aligned with the building needs
- Culture/Climate intervention (e.g., behavioral support systems, cultural competency building among staff and students)
- MDE approved Restructuring model from an outside provider

- Offer MDE-level desk reviews of School Improvement Plans, to ensure they accurately identify the root causes of local performance challenges and contain the elements necessary to address them.

- Provide ongoing monitoring and technical assistance through the efforts of a local School Support Team (SST), staff from MDE's Office of Educational Improvement and Innovation, the School Reform/Redesign Office, local RESA officials, and other experts as appropriate.

Administer Surveys of Enacted Curriculum (SEC) to all core content teachers to analyze the degree of alignment between current instruction and state standards and assessments.

- Facilitate a Diagnostic Data Dialogue to identify root causes and remedies:

- Step 1: Upon identification, the state provides a data wall for each identified Title I Priority School that displays not only existing achievement data but also new context/process data.

  - Step 2: An Intervention Specialist trained and certified by Michigan State University facilitates a diagnostic data dialogue session designed to arrive at a shared interpretation of the results and additional context data, 1-2 critical root causes, a small number of strategies capable of accomplishing the improvement trajectory that put students at the school on track for success, and district system support needed for the effort. This will form the backbone for the development/revision of the school's School Improvement Plan and Reform/Redesign model; for that reason, before the rewriting and consolidated application work begins, the written product from this session (naming root causes and intended teaching/learning changes) will be posted for review by, building, district, ISD/RESA, and MDE's Field Services representatives.

For Priority Schools, we expect that the strategies that emerge from these facilitated Professional Dialogues will be a customized form of launch, recalibration or deepening of the multi-tiered system of supports that has proved so successful in improving subgroup performance in the state. (See section 2Eiii for evidence)

This can be illustrated as follows:

Priority School Intervention Model

Our experience leads us to believe that a mature school improvement process has taken root in Michigan. The Professional Dialogue described above, coupled with deeper diagnostic data, will

strengthen and refocus the strategies that are implemented during the Priority School's regular improvement efforts toward changes capable of catalyzing rapid transformation and turnaround. At the same time, based on the evaluation results for our statewide commitment to multi-tiered systems of support [see Section2Eiii for evidence] we expect that whole-school turnaround and transformation strategies will of necessity address specific subgroups whose performance is lagging. Where subgroups such as English Language Learners, Students with Disabilities or race/gender-specific clusters emerge as significant in the schools customized diagnosis, Michigan's statewide system of support is designed to support a school with tiered interventions such as Structured Instruction Observation Protocol (SIOP), assisting teachers of students with disabilities with implementation of Essential Elements, and introducing culturally-relevant teaching strategies. Deployment of these targeted strategies will be dependent on the school's diagnostic professional dialogue; Intervention Specialists and School Support Teams will tap these specialized resources as appropriate for each school's path forward.

***Table 6*. Intervention strategies for Title I Priority, Focus and Reward schools.**

Category/Level of Need	Indicators	Intervention(s)
PRIORITY SCHOOLS		
CLASSIFICATION OF TITLE I PRIORITY SCHOOLS In order to differentiate for supports from the Statewide System of Support, all Priority schools will choose one of the four School Improvement Grant Reform/Redesign models to implement: 1) closure 2) restart as a charter 3)transformation 4) turnaround		
Category/Year 1 Targeted Needs	• Time in Bottom 5% (1 year) • Strength of leading/lagging indicators • Fidelity of reform plan implementation	• School Reform Office • Building Title I set-asides required • Ongoing monitoring and assistance from School Support Team • Intervention Specialist • Survey of Enacted Curriculum • Superintendent's Dropout Challenge
Category/Year 2: Serious Needs	• Time in Bottom 5% (2 years) • Strength of leading/lagging indicators • Fidelity of reform plan implementation	• School Reform Office • Building Title I set-asides required • Additional district set aside (10% Yr 2, 15% Yr 3, 20% Yr 4) required for each Focus School • Ongoing monitoring and assistance from School Support Team • Intervention Specialist • Survey of Enacted Curriculum • Statewide System of Support components
Category/Year 3: Critical Needs	• Time in Bottom 5% (3+ years) • Strength of leading/lagging indicators • Fidelity of reform plan implementation	• School Reform Office • Building Title I set-asides required • Additional district set aside (10% Yr 2, 15% Yr 3, 20% Yr 4) required for each Focus School • Ongoing monitoring and assistance from School Support Team • Intervention Specialist • District Intervention Team

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		• Statewide System of Support components
Category/Year 4: Intensive Needs	Recommendation by the School Reform Officer	• State take-over • Building Title I set-asides required • Additional district set aside (10% Yr 2, 15% Yr 3, 20% Yr 4) required for each Focus School
FOCUS SCHOOLS		
Year One	The 10 percent of schools with the largest achievement gaps in the state (top 30% of all students compared to bottom 30% of all students) – FIRST year	• Deep/diagnostic needs assessment to identify root causes • District Improvement Facilitator (DIF) • School Improvement Plan revised to strengthen multi-tiered systems of support • Stakeholder meetings • District support toolkit • Superintendent's Dropout Challenge
Year Two	The 10 percent of schools with the largest achievement gaps in the state (top 30% of all students compared to bottom 30% of all students) for TWO consecutive years	• Building Title I Set-asides required • Deep/diagnostic needs assessment to identify root causes • District Improvement Facilitator (DIF) • School Improvement Plan with tiered system of support • District stakeholder meetings with affected populations
Years 3 and 4	The 10 percent of schools with the largest achievement gaps in the state (top 30% of all students compared to bottom 30% of all students) for THREE consecutive years	• Building Title I Set-asides required • Additional district set aside (10% Yr 3, 15% Yr 4) required for each Focus School, UNLESS bottom 30% has made demonstrable progress • Program Evaluation to assess effectiveness of strategies in use • District Improvement Facilitator (DIF)
REWARD SCHOOLS		
Reward	Top 5% on state Top-to-Bottom List	• Recognition in Annual Education Report • Local Media Recognition • Recognition at MDE and Educational Organization Conferences • Promising Practice Videos • Networking Meetings • College/University Recognition • Financial Flexibility

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		Recognition

Title I Set-Asides for Priority Schools

~~All districts with Title I Priority schools will be required to set aside 20% of the LEA Title I allocation for the following purposes.~~ The building level Title I set-aside is required during Year 1 of Priority School identification and continues throughout its four year cohort. The required district Title I set-aside will be calculated as the sum of 10% of each Priority School's previous year school level Title I budget, up to an aggregate maximum not to exceed 10% of the LEA Title I allocation. During Year 3, the district set-aside increased to 15% of each Priority School's previous year school level Title I budget up to an aggregate maximum not to exceed 15% of the current year LEA Title I allocation. During Year 4, the district set-aside is increased to 20% of each Priority School's previous year school Title I budget up to an aggregate maximum not to exceed 20% of the current year LEA Title I allocation.

The following Title I set-aside options are provided as choices so that districts and schools may look at their needs and match a research-based choice with those needs. During the Priority School's required "professional dialogue," the Intervention Specialist, the School Support Team including the School Improvement Facilitators (SIFs) meet with the school leadership teams in August/ September to help schools match SSoS components with needs and strategies selected for focused attention and built into the School Improvement Plan. The School Improvement Facilitators, in particular have been trained to provide guidance to schools to consider their use of all funding options, including Title I set-aside, to provide coherent programming to support student achievement.

The ~~20%~~ calculated district obligation in Years 2, 3, 4 of a Priority School's identification will be used for at least one of the following options:

- Option 1: Support Increased Learning Time ~~(required in Transformation and Turnaround Reform/Redesign models). MDE will implement this option in accordance with the Section 1003(g) School Improvement Grant guidance that states: *"Increased learning time means using a longer school day, week or year schedule to significantly increase the total number of school hours to include additional time for:*~~ which may include:
  - *Instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;*

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- *Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and*

- *Time for t~~T~~eachers to collaborate, plan, and engage in professional learning within and across grades and subjects."*

~~As noted, all Priority schools that choose the Transformation or Turnaround option as their Reform and Redesign Plan will be required to include increased learning time as one of their interventions.~~

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- Option 2: **Implement rapid turnaround strategies** designed to accelerate whole-building performance. This may include implementing or strengthening a multi-tiered system of support that includes scaffolded instruction for ELL and SWD students if the professional dialogue has identified this as a primary turnaround strategy for lifting whole-school performance.

- Option 3: **Offer professional learning for staff** aligned to the building's needs assessment paying particular attention to the needs of ELL and SWD students if appropriate.

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- Option 4: **Obtain a process improvement consultation** for district system-level redesign in service of rapid school turnaround

- **Option 5: Release time for a teacher-leader** from the Priority School for one year to provide technical assistance to school and district stakeholders to understand the school's reform-redesign requirements, and to incorporate elements of the Priority School's reform-redesign requirements into the school and district improvement plans during the planning year. Hire a full-year replacement teacher for the released teacher-leader's classroom.

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- **Option 6:** Administer interim baseline assessments which will supplement the district's universal screening assessment with additional **diagnostic data and progress monitoring** of student achievement.

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At the building level, MDE will require districts with Title I Priority Schools to set aside 10% of their building Title I allocation for each Priority School. This set-aside will be used for any of the following purposes:

· Professional learning on implementation of strategies aligned to its data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices.

· Contract with a local ISD/ESA for a School Improvement Review, which will give the school an external perspective on the processes that best support student achievement.

· Provide daily/weekly time for teacher collaboration.

· Culture/climate interventions, use of time analysis, or culturally responsive teaching interventions as needed.

Levels of Need Among Priority Schools

Priority schools will complete the same documents (CNA, School Improvement Plan, etc.) as all schools. However, they will benefit from additional supports depending on their category of need. Priority schools receiving federal Title I assistance or School Improvement Grants will receive specialized technical assistance and support based on the number of years they have been identified as Priority (or formerly, PLA) schools. Please note that all Priority schools fall under supervision of the Michigan School Reform Officer, who provides direction, accountability and support as needed.

Schools that are already identified as Persistently Lowest Achieving Schools (PLA) entered as PLAs in the 2010/11 school year. That would be their planning year for their Reform/Redesign Plan. Their first year of implementation would be 2011/12. Therefore, their first year to be identified in Category/Year 4 could be 2013/14. Any Title I SIG schools that started in the 2010/11 cohort and continued to be identified in the lowest 5% will be considered to be in their first implementation year during 2012-13.

Michigan did have a cohort of SIG schools identified at the end of the 2009/10 school year. There was no state law at that time that required the identification of Persistently Lowest Achieving schools. Therefore, those SIG schools that are Title I and continued to be identified in the lowest 5% in the 2011/12 school year will be considered to be in their second implementation year during 2012-13. Those 2009/10 SIG schools that were not identified in the lowest 5% in the 2011/12 school year would enter into Category/Year 1 when and if they are identified.

Please note that no matter what the flow through, if the school continues to be identified in the lowest 5% beyond the planning and three implementation years, the School Reform Officer makes the recommendation to the State Superintendent as to the intervention to be taken.

Category/Year 1: Targeted Needs.

Priority schools in this category will be identified based on the following characteristics:

- Time in Bottom 5% (1 year)
- Strength of leading/lagging indicators
- Fidelity of reform plan implementation

Title I Priority schools with targeted needs will develop or implement their own reform/redesign and improvement plans after a facilitated "professional dialogue" based on an MDE-provided data wall, with monitoring by the School Support Team. A mid-year revision of the school's consolidated grant funding will ensure alignment with newly focused strategies and interventions.

Each school receiving federal grant assistance in Michigan currently works with a School Support Team (SST) to ensure improvement. Under our revised plan, the SST in Category/Year 1 schools would include a minimum of two members (at least one district representative, and one representative from the regional educational service agency) who will work with the Intervention Specialist, if appropriate, to ensure the provisions of the school's improvement plan are carried out. The SST will:

- Collaborate with the Intervention Specialist, if appropriate, and the School Improvement Team to write or implement the chosen Reform/Redesign Plan in the planning year;
- Incorporate the Reform/Redesign Plan into the school improvement plan in all years;
- Monitor school improvement plan implementation;
- Monitor student achievement at the classroom level; and
- Provide ongoing training and support.

Category/Year 2: Serious Needs.

Priority schools in Category/Year 2 will be identified based on the following characteristics:

- Time in Bottom 5% (2 years)
- Strength of leading/lagging indicators
- Fidelity of reform plan implementation

Title I Priority schools with serious needs will develop their reform/redesign and school improvement plans with additional help and support from the School Support Team and their Intervention Specialist.

Category/Year 3: Critical Needs.

Priority schools in Category/Year 3 will be identified based on the following characteristics:

- Time in Bottom 5% (3+ years)
- Strength of leading/lagging indicators
- Fidelity of reform plan implementation

Additional assistance during the 3rd year will be provided by a District Intervention Team (DIT). The DIT will consist of a cohort of experts whose services can identify district-level redesign strategies that would support the rate of improvement in Priority Schools. The DIT members will be experts in diagnosing and addressing root causes in K-12 schools and in strengthening district systems. They will be selected, trained and contracted by MDE in collaboration with its partner Michigan State University, and may include:

- Institutions of Higher Education faculty/experts
- Qualified school leaders & staff (especially from successful peers, such as Reward school);

- Business leaders;
- Attorneys;
- Accountants, and
- Management Consultants

This is not a takeover of the school or district; rather, it is an effort to bring in experts to diagnose root causes and identify appropriate interventions in cases where the school and/or district has struggled to do so for some time.

Category/Year 4: Intensive Needs. Some Michigan schools are chronically underperforming and need extensive, system-wide support. Recall that these schools are all under the purview of the Michigan School Reform/Redesign Office. In Category/Year 4, the School Reform/Redesign Office will make a recommendation that the school be taken over by the state based on its ongoing failure to make progress.

If the School Reform Officer finds that a school is not making progress in implementing a reform plan, she may recommend that the school be transferred to the Education Achievement System (EAS), a new statewide school district that will operate the lowest performing 5% of schools in Michigan that have not achieved satisfactory results or not followed through on reform plans under the oversight of the School Reform/Redesign Office. The EAS is a "last step" intervention that is responsible for managing schools that have otherwise shown no ability to turn around persistent failure under all other reform and redesign efforts, or those schools that are selected by a district-level Emergency Manager. It is designed to provide a new, stable, financially responsible set of public schools that create the conditions, supports, tools and resources under which teachers can help students make significant academic gains. It will do this by creating new systems and types of schools that are non-traditional and better able to scale and sustain dramatic improvement in student performance. It will first apply to underperforming schools in Detroit in the 2012–2013 school year and then be expanded to cover other low performing Priority schools referred from anywhere in the entire state. The School Reform Office can transfer a school to the EAS if the school is not making adequate progress on implementation of the reform plan as outlined in Section 2D. Any LEA in the state has the option to place schools under the authority of the EAS.

Legislation (MCL 380.1280(6)) created the state School Reform/Redesign Office and a statewide School Reform/Redesign District in 2010. The law established the authority for this statewide school district that was later used when the Educational Achievement Authority (EAA) was created through an inter-local agreement between Eastern Michigan University and the Detroit Public Schools. While both of these "parent organizations" were necessary to form the system, it operates as an independent, freestanding entity within the State of Michigan.

The Educational Achievement System (EAS) is a statewide school district led by the EAA and governed by an 11 member board with two members appointed by Detroit Public Schools, two members

appointed by Eastern Michigan University, and seven members appointed by the Governor. The executive committee of this group, composed of five members of the board, selected a Chancellor for the system to administer all functions of the EAS. The School Reform Office transferred all of the duties and responsibilities of the School Reform/Redesign District to the EAA. Draft EAA legislation has been introduced in the State Legislature as of the time of this response to further establish the operational role and relationships between the EAA and MDE, the State, and other school districts.

A school that enters the EAS remains there for a minimum of five years. During that time, the EAS operates as a statewide school reform district, with the same administrative authority and functions as a local school district. However, the EAS has considerable operational flexibility relative to local school districts to support reform efforts for instruction, operations, and financial management. The EAS may impose one of the four School Intervention Models on a school placed within the system, and may also impose a number of other financial and operational actions, including termination of contracts or collective bargaining agreements, in order to support instructional efforts to facilitate student achievement. After five years, an evaluation will be made of the school's progress, with input from the Parent Advisory Council. If the school is deemed healthy and performing at the end of that period, the school can choose to remain in the system, transfer its governance back to the original school district or charter school, or seek a charter to run independently. If the school has improved to the point it can transfer its governance, a Parent Advisory Council, in collaboration with the school principal, will play a decision-making role regarding what organization the school chooses to be a part of at the end of a successful improvement period.

If a school or district is identified to be in financial deficit, regardless of academic performance, an executive review team appointed by the Governor may recommend oversight by an Emergency Manager, appointed pursuant to Michigan's Local Government and School District Accountability Act. An EM takes charge in chronically, financially troubled districts to oversee financial and academic improvements. Schools in this circumstance are removed from the supervision of the School Reform Officer. Michigan's PA 4 of 2011 provides the designated EM with a variety of allowable strategies to address the district's financial challenges, including the ability to modify or cancel contracts and collective bargaining agreements, remove personnel or district leaders, develop new academic or educational plans, or other administrative flexibility to address financial, operational, or instructional issues in the district. As such, the EM has the authority to determine which low performing schools will be placed in the EAS based on a set of established criteria.

State Accountability

MDE will monitor all Priority Schools and their districts to ensure:

- Families were informed of the Priority school's status.
- Monitoring and evaluation reports are submitted according to established timelines;
- The selection of the Reform and Redesign Plan aligns with the school's Comprehensive Needs

Assessment;

- The implementation of career- and college-ready standards in support of the school's Reform and Redesign Plan;
- Priority Schools' School Improvement Plans are aligned with needs assessment and implementation of career- and college-ready standards;

All Priority Schools are under the supervision of Michigan's School Reform Officer. Those schools that do not move out of this category or make substantial increases in student achievement after three years of implementation of their Reform and Redesign Plan may be moved to Category/Year 4 and placed in the Education Achievement System. This process is explained in Section 380.1280c of Michigan's Revised School Code. Additionally, MDE will monitor all Title I Priority Schools and their districts to ensure:

- The selection of the SSoS component aligns with the school's Comprehensive Needs Assessment;
- That all districts have a Intervention Specialist working with the Priority School, central office and the school board; and
- Surveys of Enacted Curriculum are administered in Year One of planning and Year Two of implementation for those schools in which the number of staff teaching core content will yield optimal analysis of results.

A Word About Our Partners

Agency support will be needed to train/develop team members and ensure access to high-quality tools/resources as they work. We cannot carry out these processes in isolation.

We have been working with the following key groups to ensure support for our proposed model and ensure their willingness to help us implement:

- Stakeholder associations
- Institutions of Higher Education
- Regional Educational Service Agencies
- Successful/Reward schools

The input from these groups, especially the regional educational service agencies that administer Regional Assistance Grants, has informed the ongoing development of the supports to Priority schools. Specifically, the focus on interventions at the district level, the inclusion of a multi-tiered system of supports and the inclusion of a culture/climate intervention option came directly from the regional educational service agencies' input. We very much look forward to moving forward collectively to make strong changes to support student learning and growth in our Priority schools.

MDE relies heavily on our partners, the Intermediate School Districts and Educational Service Agencies

(ISDs/ESAs), to deliver services to the Title I MI Excel schools identified as needing support through our Statewide System of Support (SSoS.) MDE allocates to ISDs/ESAs Regional Assistance Grant (RAG) funds to provide these services from the SSoS along with guidance and technical assistance on appropriate use of these funds.

One of the primary supports that ISDs/ESAs provide to SSoS schools is to assign a School Improvement Facilitator (SIF) as a lead on the School Support Team. MDE trains these SIFs to:

- Work with the district representative and school leadership team (which always includes the principal) to identify which SSoS components would support their needs as indicated by a review of their School Data Profile, School Process Profile and the Goals Management section of their School Improvement Plan (SIP.) During year 2 and beyond this review occurs in August/September so that services can begin when the new grant cycle begins in October.

- Facilitate the school leadership team in a process to implement their SIP at the classroom level by monitoring the adult evidence of strategy implementation and the impact of this implementation on student achievement. The Instructional Learning Cycle is the tool used for this process.

Supporting training materials for SIFs on School Support Teams can be found at: http://www.michigan.gov/mde/0,1607,7-140-6530_30334-103288--,00.html, under the headings MI Excel School Support Team Training Materials and School Support Team Documents.

MDE holds quarterly technical assistance meetings for the SIFs where training, support and networking is provided. Additionally, MDE's School Support Team Coordinator participates in at least one SST meeting in each of the ISDs/ESAs that support MI Excel schools. After the meeting, the SST coordinator leads the SST in a debrief discussion on the effectiveness of the SST meeting. This debrief follows a protocol that focuses on what works, what didn't work and what might be improved.

As we move forward into identifying MI Excel schools as Priority Schools, MDE will train the SIFs in the components of the Reform/Redesign models as well as the research about turnaround schools. Though there is no certification process for SIFs, the high standards that ISDs/ESAs have for hiring their consultants in addition to the training provided by MDE, the skills and abilities of these facilitators allows MDE to deploy them with confidence.

MDE's SSoS also currently uses Instructional Leadership Coaches and Content Coaches. These coaches must be certified in order to be hired by ISDs/ESAs using RAG funds. This certification includes two steps:

- Successful completion of Coaching 101 which provides participants with basic coaching knowledge and skills. Michigan State University (MSU) provides this training. Information on

this can be found at: http://micoaching101.org/

- Additional training as either an Instructional Leadership Coach through MSU or a Content Coach through Michigan Association of Intermediate School Administrators (MAISA.)

MDE's next cohort of Content Coaches must successfully complete an online series of professional learning modules, as well as Coaching 101, in order to be certified. MAISA is no longer providing coaching training.

Moving forward in the opportunity to redesign the SSoS in response to the Flexibility Waivers, MDE is shifting the focus of the SSoS from the building level to the district level. We are replacing Instructional Leadership Coaches who work with the building principal with Intervention Specialists (Priority Schools) and District Improvement Facilitators (Focus Schools.) Both the Intervention Specialists and the District Improvement Facilitators will be trained by MSU using the MDE district tools:

- District Process Profile/Analysis which is based on MDE's School Improvement Framework:
- District Data Profile/Analysis
- District Improvement Plan

Other training resources will include the research and tools from the Center for Innovation and Improvement for their Academy of Pacesetting Districts work. MSU will also be bringing forward other turnaround schools' research for the development of this training.

System-Wide Coherence

All of the pieces of the supports for Title I MI Excel schools through the SSoS have been based on Michigan's School Improvement Framework and rely on MDE's tools for continuous school improvement. This includes the initial needs assessment which consists of the School Process Profile/Analysis which are rubrics based on the School Improvement Framework, the School Data Profile/Analysis, and Goals Management in the School Improvement Plan. The School Support Team monitors the implementation of the SIP at the classroom level; continuous school improvement has been the organizing force in the SSoS.

All Michigan schools use the AdvancED website to input their Continuous Improvement work in an online database tool known as ASSIST. Schools complete the required SI pieces, in addition to meeting their Title I and Health and Safety requirements. MDE provides training and support for our "One Common Voice, One Plan" initiative at our bi-annual School Improvement conferences and through the training modules developed by the ISD/ESA work group called MI CSI (Michigan Continuous School Improvement.) Various ISDs/ESAs also provide training for their local schools in MDE's school

improvement process.

The Office of Improvement and Innovation (OEII,) the Office of Field Services (OFS,) and the SRO are working together to streamline the documentation required of Priority Schools under our combined system. Our partner, AdvancED, will be supporting this work by incorporating our monitoring tools into the AdvancED "One Common Voice, One Plan" website. We are resolved to make this documentation aligned to MDE's school improvement processes.

The range of supports for schools in planning and implementing reform efforts were established by Michigan legislation (Section 1280C of Michigan's Revised School Code) to align with the School Improvement Grant program. This legislative linking results in a formal alignment between the various reform efforts, which also requires coordination in both supports and decision mechanisms regarding the oversight of the schools implementing reform efforts. Details of these decision mechanisms and supports are also aligned, as both the exit criteria (leading, lagging, and implementation indicators) and common supports (technical assistance, online PD, and monitoring supports) are similar for all Priority schools.

Focus Schools

As stated, the 10% of schools with the largest achievement gaps in the state will be categorized and treated for improvement as Focus schools. The achievement gap is calculated as the distance between the average standardized scale score for the top 30% of students and the bottom 30% of students in that each school. MDE's approach to Focus Schools combines the deep diagnosis and customized interventions of our Theory of Action with the district-level intervention model we use throughout this proposal:

All districts with Focus Schools will be expected to:

- Notify families of students attending the Focus school of its Focus school status, the reasons for its identification and the school's and district's plans to improve student achievement. (MDE will offer template letters that specify required elements, but schools will be allowed to customize the letter in order to tell their story accurately.)
- Conduct a data-based professional dialogue with district and school staff, designed to ascertain root causes of the large achievement gaps, and identify 1-2 major shifts in teaching/learning practice that hold the potential to substantively shift the performance of the school's bottom 30%

- Post these Instructional Priorities in a "diagnostic" addendum to the school's improvement plan in the AdvancED School Improvement portal.

- Conduct a district-level professional dialogue (with participation of Focus and Priority schools) to identify 1-2 major shifts in district practice, procedures and systems that would increase the

ability of struggling schools to make rapid changes in practice.

- Make necessary mid-year revisions to incorporate building and district practice changes into: School Improvement Plans, District Improvement Plan, and the district's consolidated application for federal funds.

- Participate in the Superintendent's Dropout Challenge by identifying 10-15 students in all elementary, middle and high Focus schools who are nearing or in a transition year with multiple dropout risk factors and provide research-based supports and interventions.

Further, all Title I Focus schools will be expected to conduct stakeholder meetings with affected populations identified in the bottom 30%

To assist districts with Title I funded Focus schools to perform these required actions, MI-Excel, Michigan's statewide system of support will make available:

- A district support toolkit, outlining tools, exemplars and practices that have enabled districts to support their schools to make dramatic, sustained, demonstrable improvement will be made available.

- 40 hours of District Improvement Facilitator (DIF) time for each school will be made available during ~~year one and year two~~ all years that the district has an identified Focus School for preparing district staff to conduct professional dialogues with each of the district's Focus Schools, for assisting the district to identify district-level benchmarks for system improvements necessary to support school plans, and for monitoring implementation progress against these benchmarks. DIFs will be trained, certified and employed by MDE or its designee, Michigan State University.

- A data wall will be made available for each identified Focus School that displays achievement and demographic data in formats designed to support data-inquiry.

- Based on an analysis of achievement data and of the subgroups involved in the bottom 30%, resources and experts with experience working with specific populations will be identified to participate in and support the professional dialogues.

For Focus Schools, we expect that the strategies that emerge from these facilitated Professional Dialogues will be a customized form of launch, recalibration or deepening of the multi-tiered system of supports that has proved so successful in improving subgroup performance in the state. (See section 2Eiii for evidence)

This can be illustrated in the figure below.

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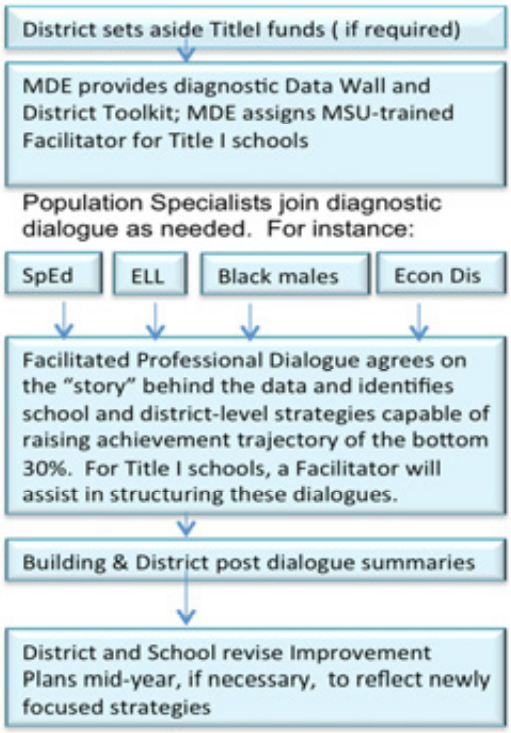
Figure 17. Focus School Intervention



The above illustration provides examples of areas where population specialists might be utilized. The specific subgroups named are not intended to be all-inclusive or limiting, but are provided for demonstrative purposes only.

Our experience leads us to believe that a mature school improvement process has taken root in Michigan. The Professional Dialogue described above, coupled with deeper diagnostic data, will strengthen and extend the multi-tiered system of supports that is implemented during the school's regular improvement efforts. We are confident that differentiated application of Michigan's successful multi-tiered system of supports (See 2.E.iii for a summary of what we've learned from evaluation efforts) will customize our efforts in ways that accelerate the learning of students with disabilities, English language learners, and other subgroup populations.

If these interventions fail to yield necessary results and a Focus school is identified for a second, third or fourth consecutive year, the following actions will occur:

- A second diagnostic Professional Dialogue will occur. The dialogue protocol will focus on questions regarding the fidelity of implementation of chosen strategies.

- The written product from the Professional Dialogue (root cause, required trajectory, chosen strategies for further strengthening the school's tiered system of support for identified groups, district support required) will be posted for review.

To assist districts with Title I funded focus schools to perform these required actions:

- During the third year as a Focus School, Title I focus schools will continue work with a district improvement facilitator (DIF). The DIF's involvement will increase to longer, more sustained assistance (up to 50 days/year) at the building and district level~~, and will be purchased by the district using its Title I set-aside.~~

- The clear plan of action will be incorporated into the annual revision of District and School Improvement Plans, with the assistance of the DIF.

- Benchmarks for school performance will be established and monitored by the DIF and reported to district administrators, school board and state throughout the year. Benchmarks for district performance will be established and monitored by the DIF to school board and state.

- The District Improvement Facilitator will present ~~a written report/summary~~ quarterly reports to MDE ~~the school board including information on the data, implementation results and benchmarks.~~ to confirm that:

  - The Teaching and Learning Priorities uploaded into the online ASSIST data collection diagnostic are reflective of the school's data analysis of the bottom 30%
  - The Teaching and Learning Priorities are documented in the Focus School's School Improvement Plan and clearly address the needs of students in the bottom 30%
  -

Title One Set-Asides for Focus Schools

The following district-level set-asides will be required for Focus Schools:

In the first and second year of identification of Focus School(s) there is no district set aside required.

In the third and fourth years of identification of Focus School(s) the district shall set aside
A calculated sum equal to 10% of each Focus School's previous year Title I budget up to a maximum of 10% and 15% respectively of its LEA Title I allocation, unless the proficiency levels

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of the Focus School's Bottom 30% of students have improved as determined by MDE, for uses specified below.. This set-aside is not required for Focus Schools whose bottom 30% of student has improved proficiency as determined by MDE.

- **Requirement in Year 3 and beyond of identification:** Contract with a District Improvement Facilitator from MDE or its designee in the second year and beyond of having a school or schools continuing to be identified as Focus Schools. This is required for districts that have schools identified as Focus Schools in Years Three and beyond.

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- **Option 1 (any year):** Provide a multi-tiered system of support that includes scaffolded instruction for SWD and ELL students or other identified student groups if the school does not currently implement one. If the school currently implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation

OR

- **Option 2 (any year):** Professional learning for staff aligned to the building's needs assessment.

At the building level, a 10% Title I set-aside will be required during Year 2 and beyond for one or more of the following purposes which best aligns with the building's needs:

- **Option 1:** Professional learning on implementation of multi-tiered system of support and/or scaffolded instruction of students in lowest performing student groups
- **Option 2:** Provide weekly/daily time for teacher collaboration
- **Option 3:** Contract for the administration of Surveys of Enacted Curriculum
- **Option 4:** Contract with the local ISD/ESA or MDE for a School Improvement Review, which will give the school an external perspective on processes that best support student achievement.
- **Option 5:** Professional learning about implementing the Essential Elements for teachers with MI-ACCESS students in the bottom 30%
- **Option 6:** Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed

Table 8 offers an example of how these set-aside options might be coordinated in Year Two.

Table 8. Focus School Set-Aside Model, Year Two

No District level set-aside of LEA Title I funds is required		
No cost	Restructure the school day to incorporate 30 minutes of an	MDE-provided District Improvement Facilitator for Professional Dialogue

	intervention block	and Plan Development (40 hours)
10% of Building Allocation = $8,000	Two Professional Learning sessions for all staff on how to implement a multi-tiered system of support ($6500)	Contract for Surveys of Enacted Curriculum with technical assistance from ISD on interpreting results and incorporating into SI Plan ($1500)

If districts cannot work with their buildings to put appropriate multi-tiered systems of supports in place and reduce the achievement gap, there will be financial consequences in addition to the public relations consequences of having buildings labeled as Focus Schools. The financial consequences will be that the percentage of the LEA Title I allocation that is required to be set-aside to serve Focus Schools will increase incrementally as the years of identification increase:

· Third year of identification – unless the Focus School's bottom 30% of students have improved as determined by MDE the LEA will set aside an amount equal to 10% of the building Title I budget of the previous year for each non-improving Focus school, not to exceed 10% of the LEA Title I funds for that year. If the total Title I budget for the previous year for all of the non-improving Focus Schools within the district exceeds 10% of the LEA Title I funds the set-aside will be capped at 10% and distributed to the non-improving Focus Schools in proportion to their building Title I budgets of the previous year.

· Fourth year of identification - unless the Focus School's bottom 30% of students have improved as determined by MDE the LEA will set aside an amount equal to 10% of the building Title I budget of the previous year for each non-improving Focus school, not to exceed 15% of the LEA Title I funds for that year. If the total Title I budget for the previous year for all of the non-improving Focus Schools within the district exceeds 15% of the LEA Title I funds the set-aside will be capped at 15% and distributed to the non-improving Focus Schools in proportion to their building Title I budgets of the previous year.

Additionally, the District Improvement Facilitator is provided by MDE or its designee in Years One ~~and~~ through Year~~Two~~ Four to provide the professional dialogue that examines the Focus Schools' data, identifies root causes of issues and directs the revisions of District and School Improvement Plans and ensure that the use of set-asides at the district and school levels addresses identified needs. ~~If this support is not sufficient for the district to help its school close the achievement gap and no longer be identified as a Focus School, then a required use of the LEA Title I set-aside during year three will be to contract with MDE or its designee for the services of this District Improvement Facilitator.~~

Following is an example of how these set-aside options might be coordinated in Year Three if the school continues to be identified as a Focus School.

Table 9. Focus School Set-Aside Model, Year Three

LEA allocates 10% of each non-improving Focus School's previous year Title I budget up to a total of	~~Contract with District Improvement Facilitator – $550/day for 40 days~~	Hire two .6 multi-tiered system of support specialists ($130,000)	Purchase supplementary reading materials and technology for Tier 2

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10% of the LEA Title I allocation = $180,000	~~($22,000)~~		intervention that meet the needs of ELLs ($50~~28~~,000)
10% of Building Title I Allocation = $8000	Provide professional learning for all staff on using scaffolded instructional strategies in Tier 1 to better meet the needs of ELLs ($2000)	Contract with a .5 instructional coach with expertise in scaffolded instructional strategies. ($6000 from set-asides, $30,000 from regular Title I allocation)	

The Title I set-aside options are provided as choices so that districts and schools may look at their needs and match a research-based choice with those needs.

State Accountability

MDE will monitor all districts with Focus Schools to ensure:

- Families were notified of Focus School status.
- Required reports are submitted according to established timelines; including the quarterly reports to school boards submitted in the Grant Electronic Monitoring System (GEMS)
- District Improvement Plans have been revised to reflect the supports to Focus Schools; and
- The achievement gap in these schools is indeed narrowing.

School Accountability

Districts will monitor each of their own Focus Schools to ensure:

- The School Improvement Plan is being implemented as written. This monitoring includes using the MDE evaluation tool annually;
- Progress monitoring of student achievement data in the core content areas at the classroom level occurs, is the basis of teacher collaboration and informs instruction;
- The building principal has the competencies to manage school processes and lead the staff in improvement efforts;
- The school board is informed quarterly of the school's progress; and
- The monitoring and evaluation reports submitted to MDE by the District Improvement Facilitators reflect the school's reality and efforts to close the achievement gap through the implementation of the School Improvement Plan.

A Word About Our Partners

Agency support will be needed to train/develop team members and ensure access to high-quality tools/resources as they work. We cannot carry out these processes in isolation.

We have been working with the following key groups to ensure support for our proposed model and ensure their willingness to help us implement:

- Stakeholder associations
- Institutions of Higher Education
- Regional Educational Service Agencies / Intermediate School Districts
- Successful/Reward schools

The input from these groups has informed the ongoing development of the supports to Focus schools. Specifically, these partners have helped us focus on interventions at the district level, the inclusion of a multi-tiered system of supports, the inclusion of time for teacher collaboration and contracting for the Surveys of Enacted Curriculum.

Extra Support for Students' Extra Needs

Students with disabilities and English language learners are of particular concern in the discussion around Focus schools. MDE's concerns about achievement gaps extend to all subgroups, but these students in particular merit attention, given the array of additional tools and supports that exist to boost their achievement.

As described in Principle 1, MDE administers the ELPA to English language learners and other assessment alternatives for students with special needs. MI-Access and MEAP-Access offer alternatives that are specified in a student's IEP. ELL students with disabilities may have accommodations on the ELPA, or districts may apply for waivers for specific ELPA domains as specified in a student's IEP.

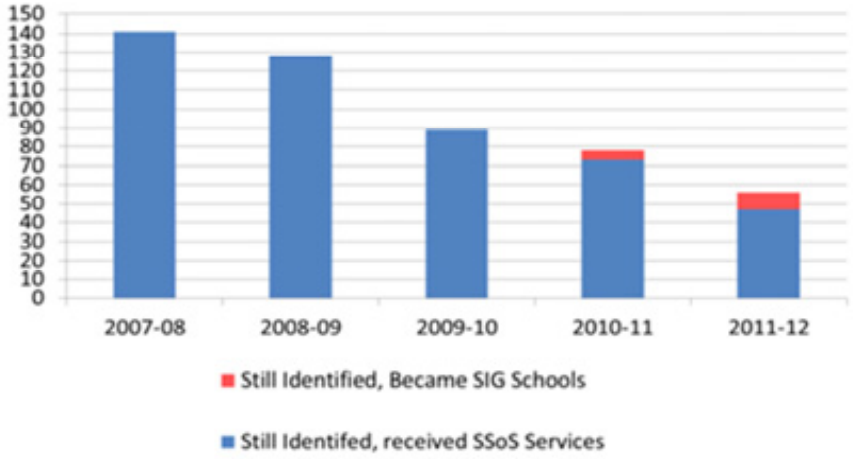
Our work around each of these populations, however, is not limited to testing alternatives. Please refer to Principle 1 to review standards, tools and resources available to help schools support English language learners and students with disabilities. We aim to help all students achieve ambitious, attainable objectives for their learning and growth. To that end, we will work with Focus schools to ensure they are capitalizing on these resources and delivering on the promise of excellence and equity for all.

Evidence of Priority/Focus Intervention Effectiveness

The current SSoS is built on a continuous improvement model. We have evidence of improvement for many schools as referenced in our original cohort of the 141 schools that entered the system in the 2007/08 school year. 141 Identified Title I schools received services through the SSoS. The graph

below charts their progress over the next four years.

Figure 18. School Improvement Results



This progress can be attributed to the coaching model for principals and teachers as well as the focus on school improvement by the School Support Teams. MDE has based all of its supports on research as indicated below.

- Statewide System of Support
  - Support
    - Instructional Rounds
    - Nine Characteristics of High Performing Schools
      - A Clear and Shared Focus
      - High Standards and Expectations for All Students
  - Research
    - Center on Innovation and Improvement: http://www.centerii.org/
    - Raising the Achievement of Low Performing Students: http://www.mcrel.org/topics/products/105
    - School Improvement Planning Process Guide: http://centerforcsri.org/files/SchoolReviewGuide.pdf

- Seven Correlates of Highly Effective Schools: http://ces.ou.edu/7_correlates_effectiveness.html
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- School Improvement Review Process
  - Support
    - Instructional Rounds
    - Nine Characteristics of High Performing Schools
      - High Standards and Expectations for All Students
      - High Levels of Family and Community Involvement
  - Research

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- Leadership/Instructional Coaches
  - Support
    - Curriculum Survey
    - Professional Learning
    - Nine Characteristics of High Performing Schools
      - Effective School Leadership
      - Curriculum, Instruction, and Assessments Aligned with State Standards
      - Frequent Monitoring of Learning and Teaching
      - Supportive Learning Environment
      - Focused Professional Development
  - Research
    - Core Curriculum Standards : http://www.corestandards.org/
    - Association for Supervision & Curriculum Development: http://www.ascd.org/
    - National Council of Social Studies : http://www.socialstudies.org/
    - National Council of Teachers of English: http://www.ncte.org/
    - National Council of Teachers of Mathematics: http://www.nctm.org/
    - National Science Teachers Association: http://www.nsta.org/
    - National Staff Development Council. NSDC Standards for Staff Development: http://www.learningforward.org/standards/index.cfm
    - Results-oriented professional development by Thomas Guskey http://web.archive.org/web/20060405093712/http://www.ncrel.org/sdrs/areas/rpl_esys/pdlitrev.htm
    - Seven Correlates of Highly Effective Schools
    - http://ces.ou.edu/7_correlates_effectiveness.html
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Since Michigan has only 1½ years of data on schools that have chosen to implement a Transformation or Turnaround plan, we have not have enough time to evaluate the results. Our hypothesis is

- If we combine the successful elements of the current Statewide System of Support (SSoS) with the implementation of a Transformation or Turnaround Plan, schools have the opportunity to make rapid achievement; and

- If districts and schools use their Title I money to support the SSoS and Transformation/Turnaround Plan, students have the opportunity to increase student achievement rapidly.

Evidence of Priority / Focus School Plan Implementation

While MDE had the above referenced data and research to support the design of the reform strategies identified for Priority and Focus Schools, the department will continue to generate and review data from the implementation efforts for these schools to identify any further supports that may be needed, or to find potential barriers to implementation that might exist at the building, district, region, or state level that would impede our progress in supporting the needs of underperforming learners in these schools. In order to facilitate this, MDE will take the following steps to monitor progress on implementation in Priority and Focus schools during their period of oversight (Priority schools) or cohort-level review of progress. (Focus schools).

- School Reform Office Monitoring (Priority). School Reform Office monitors evaluate progress of implementation of reform plans on a monthly basis, and review these against a set of indicators that are linked to each school's reform/redesign plan.

- Review of Reform and School/District Improvement Plans in ASSIST (Priority and Focus). Each school in Priority or Focus status is required to complete a building and district level diagnostic review of data to determine a plan of action to address reform needs and achievement gaps. Assurances of implementation of these efforts are included in those schools that have a School Support Team (Priority) or District Improvement Facilitator (Focus), based upon reviews by these groups. These review practices are supported for Title I schools. For non-Title I schools, School Reform Office monitors review this data for Priority schools. For non-Title I Focus schools, these schools are included in the statistical sample review of School Improvement Plans that takes place each year.

- Review and documentation of school-generated data (Priority and Focus). The school improvement framework identifies for each school a range of data that are to be reviewed to

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determine progress against self-determined benchmarks based upon their School Improvement Plans. These data are analyzed at the school and ISD level, and are part of a statewide research process by the Office of Evaluation, Strategic Research, and Accountability at MDE.

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Reward Schools

MDE is working with its partners and stakeholders to identify innovative ways to recognize high-achieving schools. The reward schools we identify will all receive the same level and type of recognition, regardless of their subcategory (e.g., Beating the Odds, etc.).

Although we do not have funds available to reserve under ESEA section 1117(c)(2)(A) to provide financial incentives to Reward schools, we have identified other types of incentives, as described below.

- Every school in Michigan is required by state statute to complete an online Annual Education Report (AER). The AER for Reward Schools will include their reward status and spotlights their high achievement. Each reward school will be identified using one or more of the following designations:
    - Reward School – Beating the odds
    - Reward School – Highest performing
    - Reward School – Highest progress
    - Reward School – Exceeding 85% Proficiency
- The MDE will provide local media recognition with information on Reward Schools and encourage coverage telling each school's unique story. Press releases will identify the criteria that reward schools met to achieve this status , e.g. Beating the Odds, High~~est~~ performing, High~~est~~ progress or Exceeding 85% proficiency. Some Reward schools will meet more than one of these criteria and will be recognized for each one they meet.
- Reward Schools will have their practices highlighted at the ~~(~~MDE's annual School Improvement Conference, and will receive other conference and event recognition through our partner educational organizations. Reward Schools and their teachers will be featured by giving presentations or panel discussions on their success strategies at MDE and partner annual meetings. Recognition by partner organizations may highlight schools by elementary and secondary principal associations, superintendent and school board organizations and other similar associations. Teachers in Reward schools may be

recognized at subject specific associations (e.g. English Language arts, mathematics, science social studies, etc.), Reward schools and teachers in these schools will be identified as meeting one or more of the criteria, e.g. Beating the Odds, Highest performing, Highest progress or Exceeding 85% proficiency. The MDE has verbal agreements with several of these organizations and associations to recognize schools and teachers at their annual meetings. ~~Formal letters of commitment will be obtained upon approval of the waiver.~~

- Reward Schools will receive certificates and banners for display in buildings. The banner, for example, will include the year of their recognition and the criteria met, e.g. Beating the Odds, High~~est~~ performing, High~~est~~ progress or Exceeding 85% ~~p~~Proficiency. ~~As funding allows, the top 20-40 Reward Schools meeting the criteria "Beating the Odds," will each be featured in their own video or audio documentary spotlighting the practices used that resulted in this recognition. Educators from these schools will be identified in the credits of these documentaries. These will be placed on the MDE website for promising practices and provided to the school for inclusion on its own website. Other similar schools will be encouraged to review these documentaries and contact the school to learn how to implement effective practices leading to high achievement.~~

- ~~Representatives from Reward Schools will be invited to attend networking meetings with demographically similar lower performing schools. Focus will be on sharing promising practices and practical experience.~~ Representatives from Reward Schools will be invited to attend networking opportunities with lower-performing schools, i.e. Priority and Focus schools. The focus of these interactions will be on sharing promising practices, identifying challenges and successes, and providing an opportunity to establish continued connections between schools to extend learning opportunities that can be gleaned from the efforts of the Reward Schools.

- MDE will utilize social media (e.g., Facebook, Pinterest, Google+) to share examples of schools with common, well diagnosed achievement or gap problems that have been resolved with specific interventions for other~~to all~~ schools in the state. We will also use social networking applications to allow schools with similar issues to join in conversations, ask and answer each other's questions, and expand their learning communities to improve timely implementation.

- ~~A number of Michigan colleges have committed to recognizing Reward schools by inviting students in grades 9-12 for college and career days and inviting students graduating from a Reward school to campus for special functions.~~

- ~~All Title I eligible Reward schools will be invited to participate in the Michigan school wide consolidation project granting increased flexibility in the use of federal grant funds which is being piloted regionally in 2011-2012 and 2012-2013.~~

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- ~~MDE is seeking corporate and philanthropic organization support for Reward School Recognition. MDE will reach out to these organizations for recognitions such as financial support, material support (supplies/technology, other resources). Final details are yet to be determined and are contingent upon waiver approval.~~

- ~~MDE will arrange Reward School dignitary visits by state officials, including members of the State Board of Education.~~

- MDE has piloted (2012-2013) and administered (2013-2014) a Reward school survey, The Survey of School Improvement Practices Accelerating Achievement (SSIPAA). SSIPAA was administered to principals and teachers and was designed to identify the degree to which survey participants agreed with statements indicating they were implementing key constructs in the Michigan School Improvement Framework (http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf?20140402120624). Survey participants were selected from the following school types: Reward schools (I.e. Beating the Odds, High Performing and High Progress), non-reward Focus schools and a sample of non-Reward schools above the bottom 5% from Michigan's Top to Bottom list. The results of this survey will be disseminated widely in a formal report, brief reports tailored to specific audiences, a presentation to the state school board, at state sponsored conferences, and in other forums. This survey will be refined and administered periodically in the future. The purpose of the SSIPAA is to identify the practices and specific strategies being implemented with fidelity by Reward schools that could be adopted by lower performing schools and other Reward schools to accelerate achievement and close persistent achievement gaps. MDE may follow up on survey results with focus groups or interviews, contingent on availability of funds, to identify and disseminate a deeper understanding of successful Reward school strategies and practices,

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Assessment of General Populations

MDE administers the Michigan Merit Examination in the spring of 11th grade. MDE also administers the Michigan Educational Assessment Program in the fall of grades 3-8 in reading and mathematics, grades 4 and 7 in writing, grades 5 and 8 in science, and grades 6 and 9 in social studies.

However, beginning with the 2011-2012 school year, MDE has implemented new proficiency cut scores for the Michigan Merit Examination and Michigan Educational Assessment Program, such that a proficient or advanced score now indicates that:

- In high school, a student is on track for success in further education (including technical career training) at two- and four-year colleges and universities
- In elementary and middle school, a student is on track to being career- and college-ready in high school

To give an understanding of the impact of these new cut scores, the 2010-11 percentages of students who were considered proficient or above based on the old cut scores are presented in the figures below, alongside the percentages of students who would have been considered proficient had the new cut scores been in place. These data have been shown for mathematics, reading, science, and social studies in Figures 2 through 6, respectively. Because the cut scores on the Elementary, Middle, and High school writing assessments were already set to be reflective of career- and college-readiness, those cut scores

were not reset. The actual percentages of students who met the proficiency bar on writing are presented in Figure 6.

In Principle 1, we discuss in detail our new cut scores, which are reflective of being on track for career- and college-readiness in the 11th grade, and on track for success in the next grade in grades 3-8. These cut scores are an important element in ensuring that Michigan is focused on career- and college-readiness for all students. For more information on how these cut scores were determined, please see the Technical Appendix (Attachment 13.A).

Alternate Assessment

As described previously, MI-Access is MDE's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate.

MDE has three levels of alternate assessment for students with differing levels of significant cognitive disabilities. These are Functional Independence (for students with mild but significant cognitive disabilities), Supported Independence (for students with moderate cognitive disabilities), and Participation (for students with severe cognitive disabilities). The percentages of students scoring at the attained or surpassed level are presented below in Figures 24 through 26 for mathematics, accessing print (a combination of reading and writing), and science, respectively.

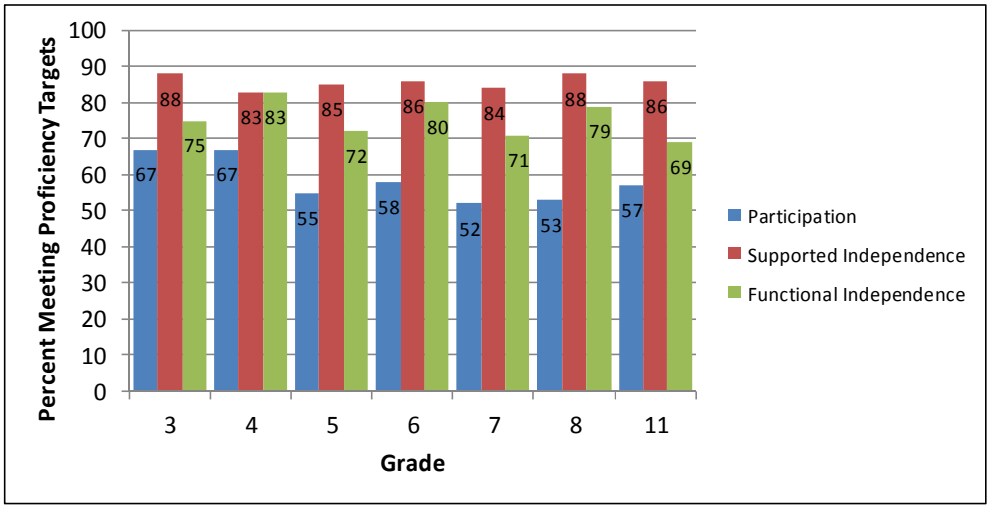


Figure 19. Statewide proficiency on MI-Access mathematics.

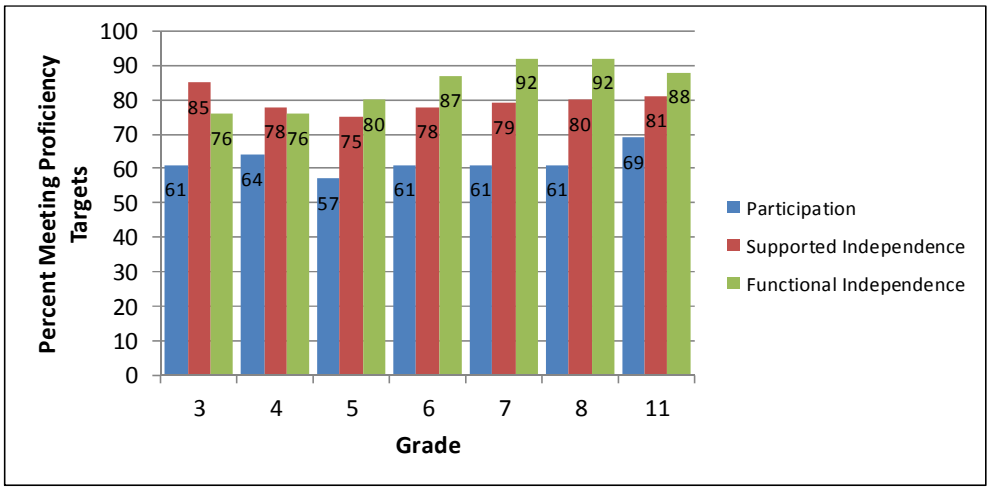


Figure 20. Statewide proficiency on MI-Access accessing print.

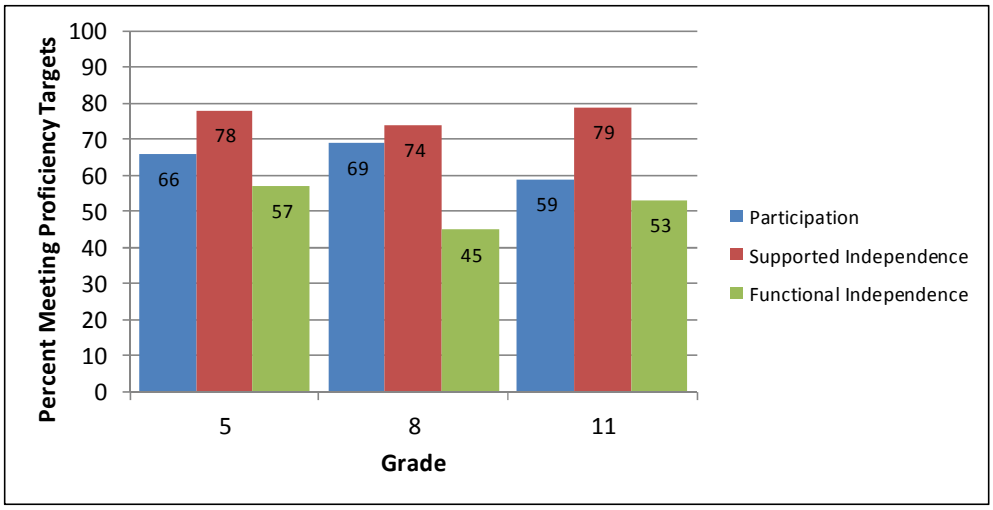


Figure 21. Statewide proficiency on MI-Access science.

Accountability Calculations

We welcome the opportunity to broaden our focus on student achievement by including all five tested content areas (mathematics, reading, writing, science and social studies) into both the ranking calculations as well as the Accountability Scorecard calculations.

Ranking Calculations

Based on the original rules for identifying persistently low achieving schools for federal School Improvement (SIG) Grants, MDE has developed a Top-to-Bottom ranking methodology. This Top-to-Bottom list is the baseline list from which Priority, Focus and Reward schools will be generated.

This Top-to-Bottom ranking methodology includes all five tested subjects, with each subject weighted equally. If a school only has three tested subjects represented in the building, each subject would count for 1/3 of the final ranking.

In our stakeholder meetings regarding both the Top-to-Bottom ranking and this waiver application specifically, concerns were raised regarding our decision to weight each subject equally, since fewer students test in science, social studies, and writing than do in reading and mathematics (science, social studies and writing are currently only tested once per grade level). Although MDE understands these concerns, we believe conceptually that ranking each subject equally requires that schools pay equal attention to each subject, even though we *measure* some subjects less frequently. One of the lessons we've learned from NCLB is that schools have shifted substantial resources into teaching reading and mathematics, often to the detriment of other subjects. If we plan to adhere to our goal of career- and college-readiness for all students, then we feel it is important to place equal weight on all tested subjects in our accountability calculations and remove the incentive to focus more narrowly on reading and math. A student who is truly prepared for career and college success will understand reading and mathematics, but they will also have solid science skills, familiarity with the various social science concepts and, in particular, will be competent and articulate writers.

Accountability Scorecard

Currently, MDE uses only reading/language arts and mathematics. Commensurate with our focus on all five subjects, we propose that we include writing, science and social studies beginning in the 2012-2013 school year in the Accountability Scorecard. We will establish AMOs for each grade and subject area.

In addition, the 95% participation requirement will be extended to all tested subjects. The importance of continuing to ensure full participation in statewide assessments was something that MDE very carefully considered in our original proposal and discussed extensively with stakeholder groups. This is why MDE proposes a model where failing to meet participation targets can automatically turn a school's scorecard color to Red. It actually prevents schools from being allowed to compensate for low participation with higher achievement. If a school fails to test at least 95% of their students in one subject/subgroup combination, their overall color is lowered one level. If they fail to do in in two subject/subgroup combinations, their overall color is lowered two levels; 3 subgroup/subject combinations, lowered 3 levels, and so forth. If a school fails to assess at least 95% of their students in the "all students" category in two subjects, they are automatically designated as a Red school, regardless of proficiency or other performance data.

Participation Rate Clarification and Proposal

Clarification: In the Accountability Scorecard, if a school fails to assess at least 95% of their students in

any subject/subgroup combination, they are automatically considered red for that subgroup/subject combination. If a school fails to assess at least 95% of students in two or more subjects in the "all students" category, they are automatically considered red overall.
Addition: To prevent schools from choosing to be "red" for participation in order to avoid assessing low-performing students, MDE proposes to add an additional check. If a school receives a "red" for participation for one school year, they will be placed on a participation "watch list" and will receive notification from MDE that they are not compliant with state and federal law regarding participation in state assessments, and that there are consequences for this lack of compliance. If they are "red" for participation for two consecutive years (or for three years out of five years), they are automatically named a priority school and placed under the direction of the School Reform Officer.

The 95% participation data will be for reporting only in the 2011-2012 accountability cycle in writing, science and social studies, and will then be used in the final Accountability Scorecard and other accountability determinations beginning in 2012-2013. This is due to the fact that this will be a new requirement for schools, and fair accountability practices suggest that schools should be notified of high-stakes requirements prior to their implementation.

Fair practice also drives our approach to the aggregation of student data. Any integration of student growth data into a school or district average requires averaging growth from all students, producing some aggregate measure. The key to producing a useful average is to appropriately weight the different types of student growth in such a way that policy goals are incentivized. MDE feels that our weighted performance level change (PLC) actually reduces the chance that low-growth can be masked by high-growth, by awarding negative points for declines in student performance, and by awarding zero points for students who maintain their proficiency level grade over grade if those students were previously not proficient. In this way, only desirable growth receives positive point values, and the school average can be evaluated to see if the majority of students are achieving desirable growth. Because the weighted PLC is used in a ranking, each school's weighted PLC is compared to all other schools' weighted PLC. All other things equal, schools with more low growth students will have lower weighted PLC indices, which will produce lower overall rankings.

MDE will continue to include science and social studies in the state's system of differentiated recognition, accountability, and support as it has in the past two years. In order to ensure that all students have the opportunity to be appropriately included in this system, the state is developing an Alternate Assessment based on Alternate Achievement Standards (AA-AAS) for social studies. MDE already has AA-AAS assessments in reading/language arts, mathematics and science that have received full approval by the USED as meeting all ESEA requirements. The state will develop an AA-AAS assessment in social studies that contains the same level of technical adequacy, stakeholder involvement, and content alignment as its alternate assessments in the other content areas. This will ensure access for students with significant cognitive impairment to MDE's assessment continuum and enable schools and teachers to calculate valid and reliable individual student growth in a consistent manner for all content areas.

Currently, MDE has social studies assessment results on approximately 350,000 students, obtained from our MEAP and MME assessments, including the vast majority of our students with disabilities. Nearly 40,000 of Michigan's students with disabilities participate in the general assessment with accommodations. We only lack data from approximately 9,000 students who take the MI-Access alternate assessment in other subject areas but are not assessed in social studies on a state-delivered assessment. MDE feels it is in the best interest of students and schools to use currently available social studies assessment results while we are implementing our plan to develop and implement an alternate assessment in social studies.

MDE's plan to develop an alternate assessment in social studies allows us to have a functional assessment available by 2013-2014. In the interim two years (2011-2012 and 2012-2013), MDE has begun requiring districts and schools to indicate whether or not students who take the MI-Access assessment in other subjects have participated in a locally administered social studies assessment. These students will be part of the 95% participation requirement in the accountability system starting in the 2012-2013 school year. Prior to that, this information on student participation in a locally administered social studies alternate assessment will be collected and reported in the 2011-2012 school year (but only for informational purposes in order to give the field appropriate time to adjust). Districts and schools are also asked to provide information on what type of assessment the district gave to the student. MDE will enhance their compliance monitoring in the 2011-2012 and 2012-2013 school years and will audit a sample of districts that reported student participation in alternate social studies assessment. The state will review local documentation, the information provided to the state and ensure an assessment was administered. MDE will publicize these enhanced monitoring plans widely, so that even those schools who are not selected are aware of the potential for this monitoring.

Table 8: Michigan AA-AAS Social Studies Development Plan

Date	Task/Event	Status
October-November 2011	Gather information from the 13 states that have developed an alternate assessment in social studies.	Completed
December 2011	Develop preliminary budget and high-level scope of work	Completed
January 2012	Gather Department resources in preparation for developing extended social studies content standards	In Progress
February 2012	Submit AA-AAS social studies plan to USED as part of ESEA flexibility request	In Progress
March 2012	Convene standing Students with Disabilities (SWD) advisory committee to determine resources and stakeholder involvement opportunities	Specific Date/Location TBD
March 2012	Revise plan if necessary based on feedback from USED	TBD

April 2012	Finalize budget and scope of work	TBD
May-June 2012	Develop fully articulated project schedule	TBD
July –September 2012	Department staff draft extended social studies standards	TBD
October-December 2012	Stakeholder review and finalization of extended social studies standards	TBD
January-February 2013	Finalize test design and item development requirements	TBD
Spring 2013	AA-AAS social studies item writing and stakeholder review	TBD
Fall 2013	AA-AAS social studies cognitive labs and field-testing	TBD
Fall-Winter 2013	Field-test results analyzed; Bias and Content Committee meetings held; operational design finalized	TBD
Spring 2014	First operational AA-AAS social studies assessment administered	TBD
Spring 2014	Standard-setting	TBD
Summer 2014	Results incorporated into MDE's state accountability system	TBD

Based on our experience with reading/language arts, mathematics and science, the high-level schedule above is achievable and reasonable given that Michigan receives no federal funds for this content area.

Clarification on the Transition from Current AYP to New Scorecard

In August of 2012, MDE plans to publish School Report Cards that include the following:

- AYP designations for schools and districts, as specified in our Accountability Workbook through our Consolidated State Application.
- Statewide Top-to-Bottom ranking
- Priority, Focus and Reward school designations

These calculations will be based on assessment data from fall of 2011 and spring of 2012, as well as graduation rates from the 2011 graduating cohort.

The AYP designations made during this time will be based on our original system of calculating AYP, and any modifications to this system have been negotiated through the Accountability Workbook process.

In August of 2013, MDE will publish School Report Cards that include the following:

- Our new Accountability Scorecard, which is our AYP replacement.
- Statewide Top-to-Bottom ranking
- Priority, Focus, and Reward school designations.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Arriving at the AMOs

Beginning in 2011-2012, MDE began holding schools accountable for achieving career- and college-readiness with their students by instituting new, rigorous cut scores that indicate whether or not a student is career- and college-ready (in the 11th grade) or on track for success in the next grade (in grades 3-8). To take into account the much higher standard set by the increased cut scores, we have

proposed AMOs that are rigorous yet achievable. We also propose a "safe harbor" methodology for schools and for subgroups that sets an ambitious and attainable way for schools to demonstrate improvement toward the goals.

MDE's ultimate goal is that 100% of our students be career- and college- ready. However, we acknowledge that we are far from this goal now. Given the reality of our current situation and acknowledging the need for a system that demands high levels of improvement but that also sets attainable goals, we will use 85% proficient as an interim goal by 2022 for any school below 85%. Once a school reaches 85% of students proficient, that school will begin working toward a goal of 100% proficiency.

In stakeholder meetings with various groups, as well as in internal MDE discussions, we have wrestled extensively with the question of identifying targets that are appropriately ambitious and also attainable. One concern is that 85% is not ambitious enough—that it sounds as if we are willing to settle for 15% of our students NOT being career- and college-ready. We understand that concern. MDE believes that *every* student should graduate with the skills necessary to succeed in career and college. However, we also know that we have a long way to go until we are at that point. Currently, even very high performing schools are not at 85% proficient on our new career- and college-ready cut scores. In fact, even the 95th percentile of schools—schools who are performing better than 95% of all other schools—fail to reach the bar of 85% of students proficient. See Table 9 below for various percentiles of school-level proficiency in each tested subject.

Table 9. **2010-11 Percent of Students Proficient by School Percentile**

	2010 Performance			
	Math	Reading	Science	Social Studies
5th percentile	7.3	28.5	0.0	2.0
10th percentile	12.2	37.0	2.0	5.0
20th percentile	19.2	48.2	6.3	14.5
40th percentile	29.2	59.5	12.2	24.8
60th percentile	37.7	67.1	17.4	32.8
80th percentile	50.8	75.1	25.1	42.5
90th percentile	60.3	80.5	31.3	50.0
95th percentile	67.3	84.1	37.0	54.5

In addition, Figures 27 and 28 show the distributions of school-level percent proficient in mathematics for elementary/middle schools and high schools, respectively. Figures 29 and 30 show the same distributions for reading, with Figures 31 and 32 for science, Figures 33 and 34 for social studies, and Figures 35 and 36 for writing.

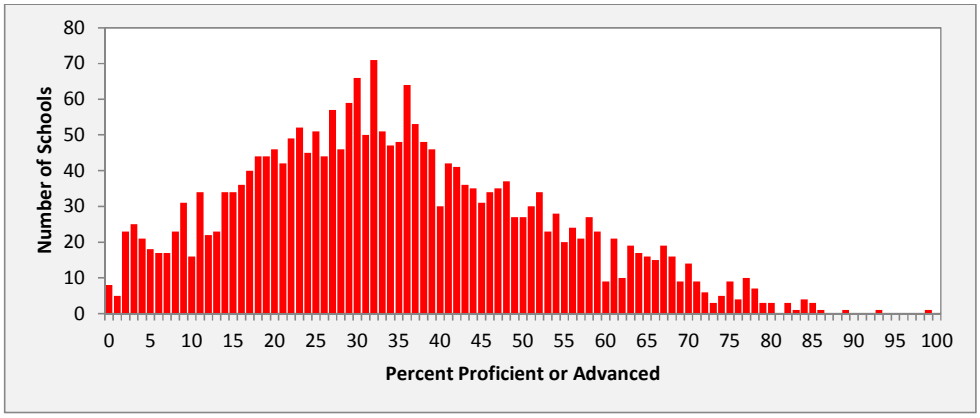


Figure 22. Elementary/middle school distribution of mathematics proficiency.

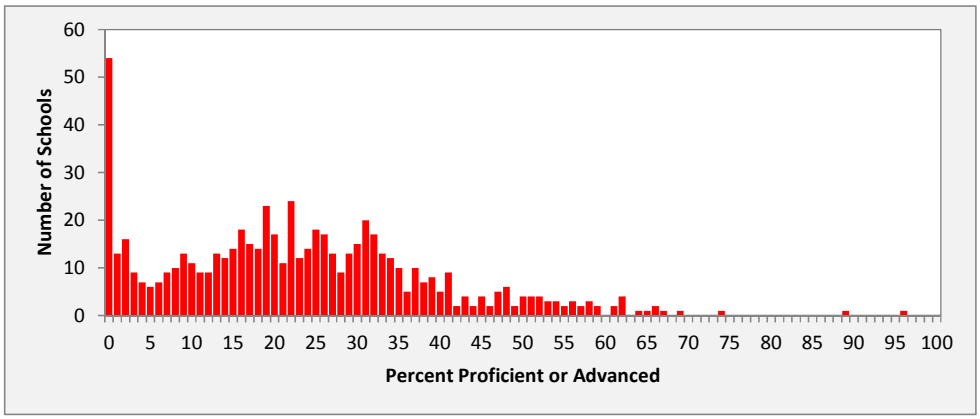


Figure 23. High school distribution of mathematics proficiency.

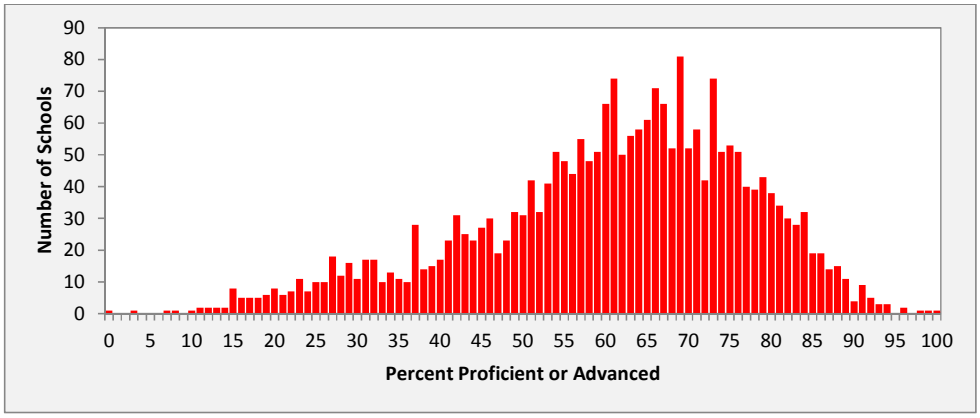


Figure 24. Elementary/middle school distribution of reading proficiency.

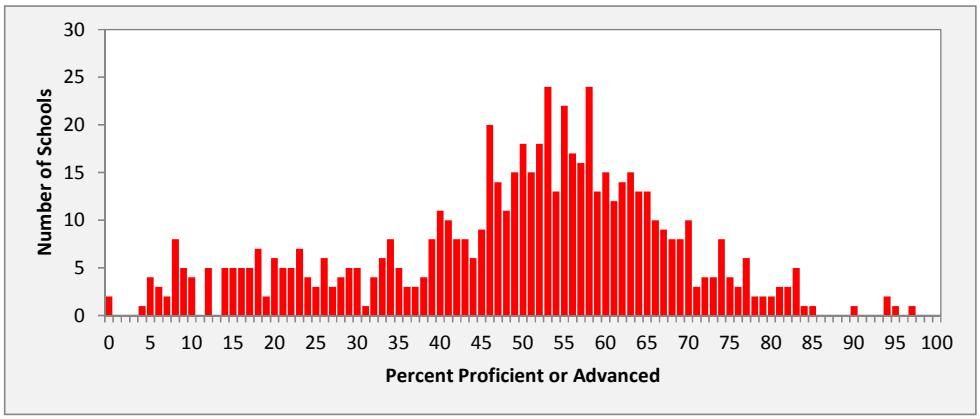


Figure 25. High school distribution of reading proficiency.

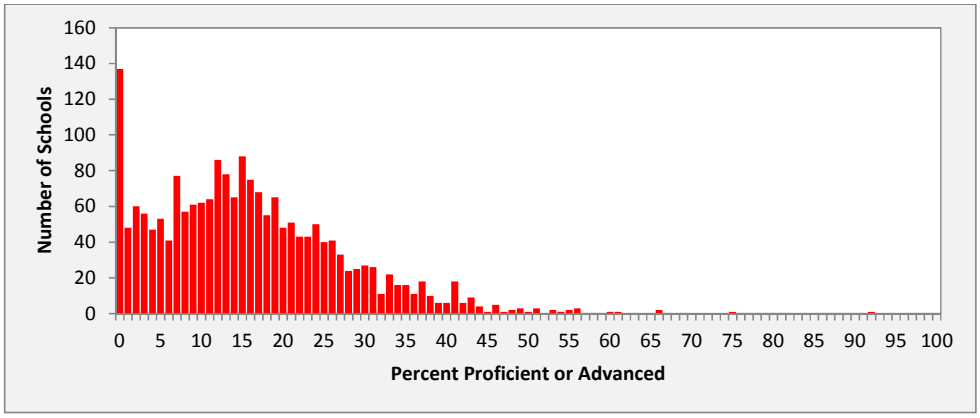


Figure 26. Elementary/middle school distribution of science proficiency.

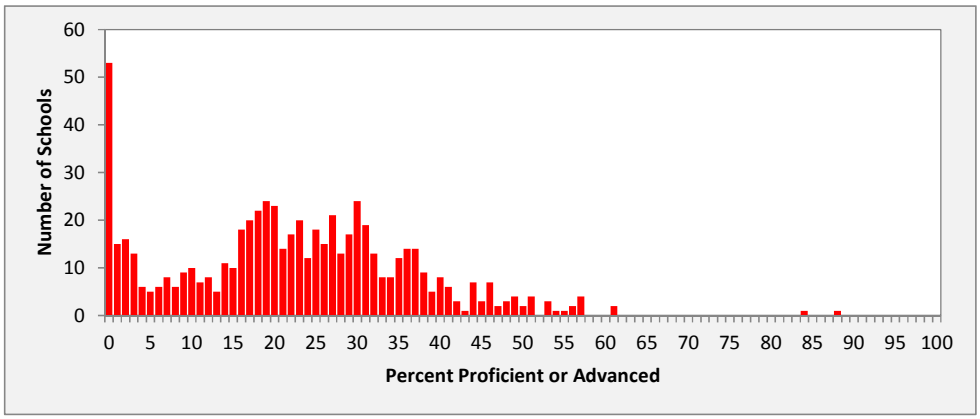


Figure 27. High school distribution of science proficiency.

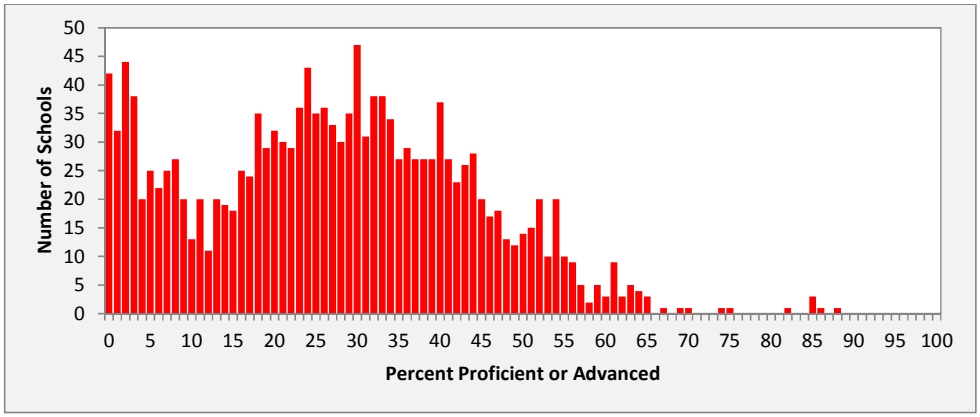


Figure 28. Elementary/middle school distribution of social studies proficiency.

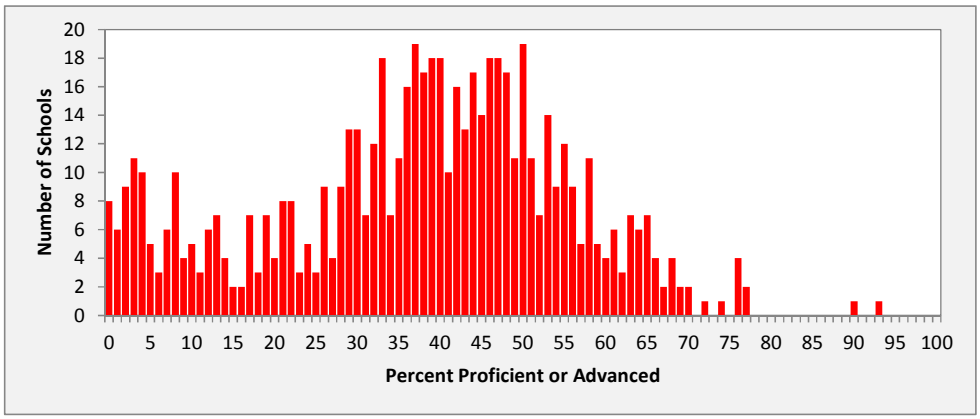


Figure 29. High school distribution of social studies proficiency.

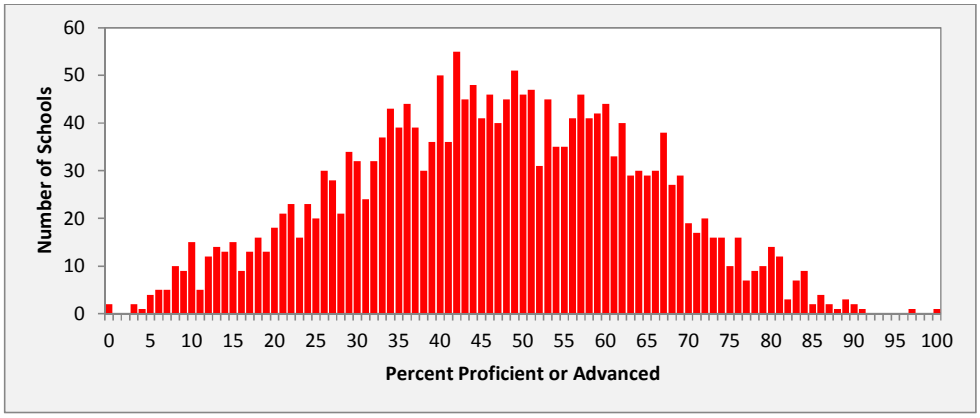


Figure 30. Elementary/middle school distribution of writing proficiency.

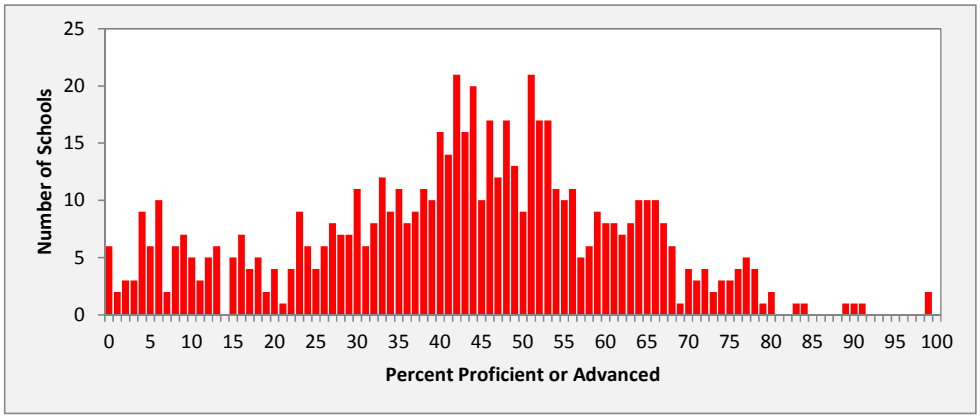


Figure 31. High school distribution of writing proficiency.

Looking at these numbers, we can see the goal of achieving 85% proficiency on the new career-and college-ready cut scores is highly ambitious. Getting all Michigan schools to a point where 85% of their students are considered proficient on our new cut scores will represent a significant achievement and a fundamental shift in how we prepare students for the world beyond K-12 education. We believe we will get there. But we also believe 85% represents the appropriate interim goal, with 100% still our ultimate goal.

It is important to keep in mind that, for schools to achieve 85% proficiency on our new and very rigorous cut scores, many schools will have to improve the percent of students who are proficient by five, six, seven or even eight percent each year. These rates of improvement are extremely aggressive.

Indeed, concerns have been raised that our AMOs are ***too*** ambitious. For schools to meet these targets, they will be required to improve the percent of students who are proficient at a rate that has rarely

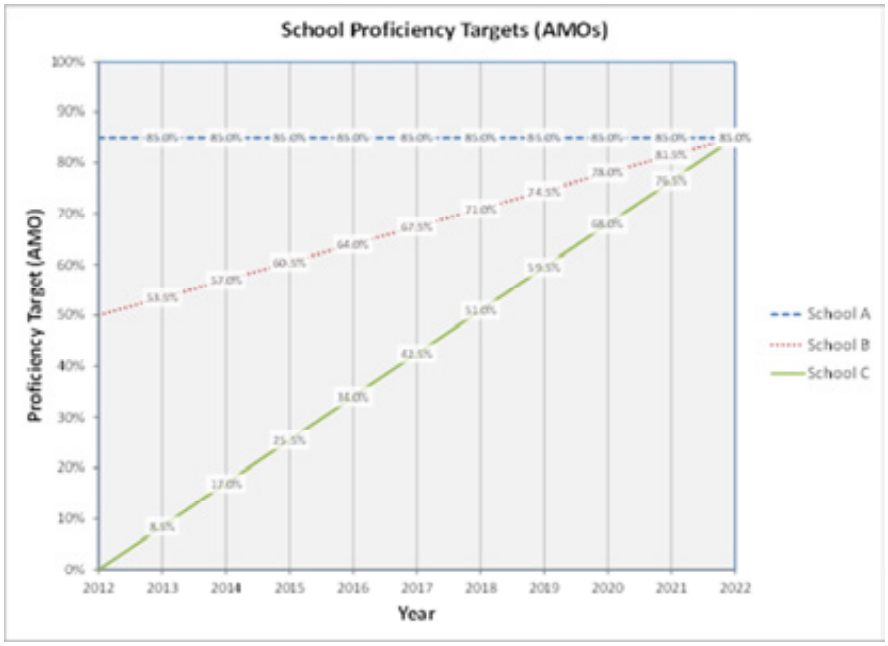
been demonstrated in the past four years. MDE spent substantial time considering the possibility of lower proficiency targets, to make them more attainable. After much discussion, we return to our theory of action—that we believe that the systematic and targeted use of data, accountability and related supports, coupled with increased expectations for all students, teachers, administrators, and the SEA, will lead to a fundamental change in student achievement and school improvement. This is taken in combination with the fact that we have not seen how schools will behave when shooting for the higher bar of the new cut scores as compared to their behavior in shooting for the previously lower cut scores. Taken together, we feel it is reasonable to set an initial target of 85% percent proficient in each content area. What we are proposing is not only a different accountability system; it is a different system of expectations, supports, consequences, and rewards that represents a shift in our work as an education enterprise. We want to change the culture of learning and expectations in the state, and also change the way that we do business as the SEA. We believe that this will result in changes in achievement, and therefore we choose to keep our targets where they are currently specified.

However, we acknowledge that it is difficult to predict future performance by looking at past data, because of the shifts in cut scores, as well as the variety of new interventions. Following a continuous improvement model, MDE intends to employ a systematic re-evaluation of not only the targets, but also the efficacy of the system of supports and interventions. Specifically, we plan to monitor the data and performance of schools until the 2014-2015 school year, at which time MDE's adoption of the Smarter Balanced Assessment Consortium (SBAC) assessments will necessitate an evaluation of the targets and the system. Following that time point, MDE will consider necessary modifications to the system every three years. If more than 50% of schools have made at least safe harbor targets, but are failing to make the proficiency targets, we will consider resetting the ultimate AMOs. Conversely, if over 75% of Michigan schools are consistently meeting the proficiency targets, we will consider resetting the AMOs with a higher end target. Targets will always be re-evaluated using the consideration of the equal mandates of ambitious AND attainable. Specifically, if the targets prove unattainable, targets will be reevaluated to be both ambitious and attainable by identifying targets attained by some percentage of schools significantly above the state average (e.g., targets attained by at least 20 percent of schools).

What MDE's AMOs Look Like

In the past, MDE has set the same targets for each school statewide. Our original idea for the ESEA Flexibility Request was to continue to set targets in this manner. However, stakeholders indicated that differentiated targets provide a more meaningful way for a school to consider the improvements they need to make, and they also ensure that all schools are held to an increasing target each year. Therefore, in order to differentiate our accountability system, we now propose differentiated targets for schools. Each school has its own target, which will be set as follows (Figure 32 below helps illustrate our system of differentiated proficiency targets, or AMOs.):

- Calculate the percent of students who are proficient (on the career- and college-ready cut scores) in the 2011-2012 school year.[5]
- Calculate the distance for each school between 85% and its current percent proficient, and divide that distance into ten increments.
- Those increments become the proficiency targets for each school.
- A school's targets do not reset each year. This way, a school knows what its trajectory needs to look like and can plan ahead. Having clear goals that are communicated in advance to schools is an important element in a transparent and useful accountability system.
- When a school reaches 85% proficient and remains there for two years, it is awarded a "Green" status (see report card explanation on page 120~~118~~~~116~~, and given the opportunity to earn "Reward" status by continuing to show improvement.[6] As long as the school remains above the 85% target, it will not drop below an overall "Green" rating. If the school does show improvement, it will be named a Reward school. This ensures that schools that meet this rigorous target are rewarded for this difficult achievement, but are also incentivized to continue to improve toward a goal of 100% proficiency.



[5] We will continue to identify students as "proficient" for the purposes of the Accountability Scorecard if they are: Level 1 (Advanced) or 2 (Proficient); provisionally proficient (within two standard errors of the cut score; or growth proficient (demonstrated growth at a "Improvement" or "Significant Improvement" rate). This is our current practice in AYP as well.
NOTE: THIS CHANGE IS CONTINGENT ON AN AMENDMENT APPROVAL
[6] We will define improvement as being a positive four-year slope.

Figure 32. Setting differentiated AMO targets for individual schools.

MDE further proposes that our timeline for achieving 85% proficiency rates be extended to end in 2021-2022, which is ten years from the 2011-2012 school year. The new, very aggressive cut scores instituted in the 2011-2012 school year mean that the metric by which students are measured is much more rigorous, and we believe this should be reflected in both the targets and timelines we give to schools to meet those targets.

Modeling/Scenarios

Some might question how our AMOs would apply to real-world schools. At this point, we feel that any analyses run to address this question would not provide relevant data. This is because although we have historical data, the historical data we have are based on new cut scores applied retroactively. We do not have any historical data against which to compare the AMOs because the only data which we have is for schools which were shooting for the old cut scores rather than our new cut scores. Our current analyses show that very few schools have achieved 85% proficient in any content area, so that it is clear that the 85% proficiency target is clearly an ambitious target. To address whether the targets are attainable (including for subgroups), we have put in place three provisions: (1) starting AMOs are where the school starts out in the first year of the 10-year period ending in 2022, (2) if a school or subgroup fails to meet an AMO, it can still achieve a "safe harbor" target of improving at the rate of the school at the 80th percentile in the base year, and (3) we have built into the application a review cycle at which time the AMOs will be evaluated for adequate rigor and attainability.

The Need for Safe Harbor

We need to strike the appropriate balance between ambitious proficiency targets and attainable improvement goals. We believe wholeheartedly in the need to dramatically move Michigan forward so that many more students are prepared for career and college upon graduation, and we know that this means that schools need to behave in fundamentally different ways than they have in the past. This is why we retained ambitious and aggressive *proficiency* targets in our AMOs.

We also know, however, that schools—particularly those who are furthest behind—need the ability to make progress and be rewarded for that progress. This is why we propose a new safe harbor methodology, and a new way of communicating this to schools, districts, and parents.

- For the whole school, as well as for each of the subgroups, schools can make safe harbor if it demonstrates a high rate of improvement.
- To identify how much improvement is sufficient to make safe harbor, MDE needed to identify a rate that had been *demonstrated* by schools, but that was still ambitious and rigorous. To do this, we look at the distribution of improvement rates for schools in each grade level (elementary, middle, and/or high school) over the previous four years (using a four-year improvement slope). We find the improvement rate of a school at the 80th percentile. This

means that 20% of schools had a greater improvement rate, but 80% of schools were improving at a slower rate. See Figure 29 below for an illustration of how this rate was determined.

- This improvement rate is then set as the "safe harbor" rate for each grade level and subject. This rate is calculated in the base year (e.g., 2012-2013) and will remain the safe harbor improvement rate until scheduled target reevaluations.

- We believe that grounding this safe harbor rate in the actual data and improvement patterns of schools ensures that we are asking for ambitious but also attainable improvement rates for safe harbor.

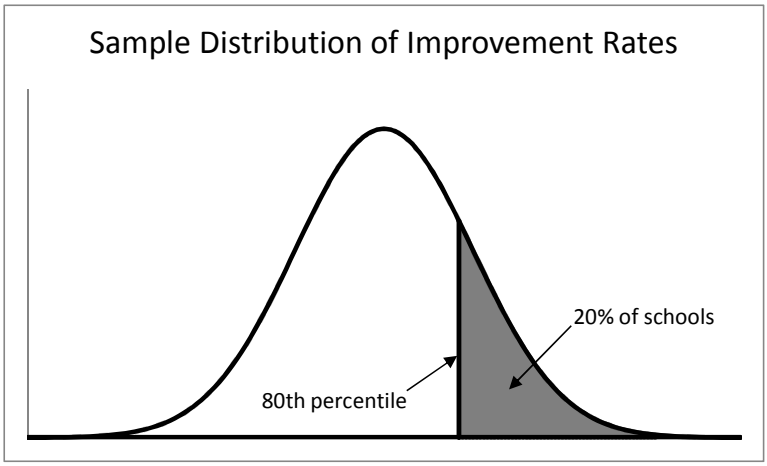


Figure 33. Identifying safe harbor annual improvement targets for a whole school and bottom 30%.

If a school meets its target based on making safe harbor as opposed to meeting the initial proficiency target, we will utilize the "Yellow" category in the new Accountability Scorecard to indicate this to parents. While both Yellow and Green indicate "making" a target, Yellow indicates that it was achieved through safe harbor (i.e. improvement) while Green indicates that the school achieved the actual proficiency target. This enhances the ability of the accountability system to differentially identify and to reward, and to assist schools in targeting their resources more appropriately.

Focusing on Achievement Gaps and Low Achieving Subgroups

MDE has developed an innovative strategy to aggressively address our achievement gaps and to ensure that strategic focus is placed on closing gaps by improving the achievement of those students who are still being left behind in their schools. To do this, we will add the "bottom 30%" subgroup to the current nine demographic subgroups already required under NCLB. Here's how this will happen:

- Each student's scale score on a given content area, grade level, and test (e.g. alternate versus

general) is transformed into a z-score in comparison to students taking the same test in the same content area in the same grade level across the entire state. The z-scoring allows for comparison of scores across grade levels and test types to assure that all students are accounted for and to assure that a subgroup is created wherever 30+ Full Academic Year students take the test regardless of grade level.

The averaging of z-scores means that the system is a fully compensatory system. If all else is equal, an improvement in any one z-score will result in an improvement in the grand mean z-score. If all else is equal, a decline in any one z-score will result in a decline in the grand mean z-score. It also means that a change in a single z-score cannot have an overly large impact on the grand mean z-score. We find that to be an appropriate outcome, in that improved achievement in only one area should not result in a dramatic rise in the overall index, but improved achievement in the majority of areas should.

- The lowest scoring 30% of students are identified in the "bottom 30%" subgroup.
- The school is then expected to make either the proficiency or the improvement targets for that "bottom 30%" subgroup, in addition to the other nine subgroups and the whole school targets.[7]

We believe the addition of this subgroup has many benefits. First, it requires that schools be strategic and specific about closing the achievement gap by requiring them to improve the achievement of their lowest performing students, regardless of the demographic subgroup of those students. If we are serious about closing achievement gaps, we have to identify those students who are furthest behind and hold schools accountable for doing something about those students.

It helps reduce the "masking" effect that can occur when using only the nine traditional subgroups. If a low performing student is in a high-performing subgroup, this student will be missed by the accountability system—the group as a whole will meet the target, and the school will likely focus their attention elsewhere. By including a bottom 30% subgroup, schools now have to be intentional about those students.

This methodology also ensures that all schools have at least that subgroup. One criticism of the current subgroup methodology in AYP is that schools in more diverse areas are penalized for this diversity, as they now have more targets to meet because they have more subgroups.[8] In 2010-2011, there were over 700 schools in Michigan who did not have a subgroup (beyond the majority student "subgroup"), and many more who only had one additional subgroup. However, we know that low-performing students are in every school, and that for many of them, attending a "successful" school may not be

[7] Every school with at least 30 Full Academic Year students will have a bottom 30% subgroup calculated for Accountability purposes. MDE plans to continue to utilize its current methodology for generating an Accountability status for very small schools; this methodology makes use of a sliding confidence interval along with multi-year averaging to allow us to identify an Accountability status for all schools in the state.

[8] This is due to the fact that a school is required to have at least 30 Full Academic Year (FAY) students in a particular demographic subgroup in order to be held accountable on that subgroup.

translating into personal success and progress. By including a bottom 30% subgroup, all schools have to address the needs of their lowest performing students, even if they are not identified using the traditional methodology.

If a school is improving the performance of its bottom 30% subgroup, they are also improving the performance of all of their other subgroups, as well as their whole school. The bottom 30% identifies the portion of each subgroup that is low performing. We think this is a powerful tool to actually close achievement gaps, both overall and within each subgroup.

We plan to also retain the nine traditional subgroups. Originally, MDE suggested that we hold schools accountable only on the overall performance of all students, and the performance of the bottom 30% subgroup, with the rationale that the bottom 30% captures the *low-performing* segments of each subgroup. As we reviewed the application and the proposal with stakeholders, however, they voiced concerns that we would lose the focus on individual subgroups that has been a critical component of NCLB for a decade. There was also concern that schools would not be able to understand the interventions necessary if we did not look both at the lowest performing students AND the students in the nine traditional subgroups. The combination of those demographic subgroups with the bottom 30% subgroup ensures that schools focus both on groups that have been historically underrepresented or neglected in the educational context while at the same time adding the specific focus on the lowest performing members of those groups (as described above).

This point merits emphasis. **MDE proposes to continue to hold schools accountable on the performance of all nine ESEA subgroups, *as well as* on the performance of the new subgroup, the bottom 30% subgroup**. Therefore, schools must not only show improvements with their lowest-achieving students, regardless of demographics, but they must also monitor performance and show improvements in each of their demographic subgroups as well. It is a dual structure of unmasking students—students who may have been masked in one methodology are revealed in the other.

In further analysis of that bottom 30% subgroup across schools, we have found that all nine ESEA subgroups are represented in that bottom 30% subgroup. What happened in schools is that students in those subgroups who were previously hidden from accountability because they were in subgroups that were too small to be detected, or because their performance as masked by higher-achieving students in those same subgroups. Now, all of those students are picked up and combined in the bottom 30% subgroup.

Subgroup Targets and Safe Harbor

For all subgroups, including the bottom 30%, the proficiency targets remain the same as for the whole school. This is because we believe that our ambitious proficiency goals need to extend to all students in all groups.

Safe harbor is determined in the following manner:

- *Bottom 30% subgroup:* This subgroup must show an improvement rate that is equivalent to the safe harbor improvement rate for the whole school—that is, the rate that is reflective of an improvement rate of a school at the 80th percentile of the improvement distribution. This means we expect the lowest 30% of students to show a rate of improvement that is ambitious but that has also been demonstrated by at least 20% of schools in the past. It also means that schools will need to be very purposeful about differentiating instruction and targeting resources to the students in this subgroup.

  If the bottom 30% subgroup meets their *improvement* target, this will be considered "Green" in the Accountability Scorecard (as opposed to the "Yellow" that would normally be attributed to safe harbor). The bottom 30% subgroup is, by definition, the lowest performing 30% of students in the school, based on a rank ordering of their standardized scale score from the assessment each student took. Therefore, making the safe harbor *improvement* target with this group is a strong achievement and deserves to be rewarded with a green flag instead of a yellow. This group does not have any "high performers" in it to pull up the average of the subgroup in the manner of other subgroups. They are only the lowest performing students. If a school is successful in increasing the percent of students in their bottom 30% subgroup who are considered proficient, even if they do not meet the school's AMO, they have achieved a significantly high level of improvement in the percent of their *lowest-performing* students who are proficient.

  Bottom 30% subgroups that do not meet the improvement target will show on the Accountability Scorecard as red. The subgroup will also not earn any points used in the overall calculation of the Accountability Scorecard status. The individual red cell for the subgroup will not, however, roll up into the school's or LEA's overall status.

  However, with the ESEA subgroups, those groups do not consist only of the lowest-performing students. There will be a mix of high, average, and low-performing students in each of the ESEA subgroups. Therefore, it's appropriate to require that they meet absolute proficiency targets, or in lieu of meeting those targets, that they show improvements over time by meeting safe harbor. Given that they already have some proficient students in each of those ESEA subgroups, it is appropriate to award safe harbor improvement with a yellow as opposed to the green awarded for meeting the proficiency AMO.

- *Nine demographic subgroups*: If one of the demographic subgroups does not meet the proficiency target for the whole school, the safe harbor rate for that subgroup is set at the safe harbor improvement rate that applied to the whole school (for that particular level and subject) Again, this improvement rate is reflective of the rate of improvement demonstrated by a school at the 80th percentile of improvement within a particular level. This is sending the message that we have the same ambitious proficiency targets and the same ambitious *and* attainable safe

harbor targets for the whole school and for all demographic groups within the school.

If one of the demographic subgroups does not meet the proficiency target, and instead meets the safe harbor improvement target, this subgroup will receive a "Yellow" on the Accountability Scorecard. This sends the message to the school and to parents and other stakeholders that, although the school is demonstrating improvements in those subgroups, their proficiency rates are still below the expected target. Again, we believe this strikes the balance between ambitious and rigorous expectations for proficiency, while providing attainable ways for schools to demonstrate progress towards goals. If a school fails to meet either the proficiency or the improvement target for a subgroup, that subgroup will be "Red" on the Accountability Scorecard.

Overall Scorecard Compilation

MDE has been engaged in the past several years in a series of initiatives to increase the accessibility of our data and reporting, to ensure that schools, parents, and other stakeholders can more easily find and understand information about their school. These projects have included the creation of more user-friendly "lookup" tools, increased resources on our website, and concerted efforts to create tools that assist end users with understanding the data and metrics. Additionally, in coordination with the Center for Educational Performance and Information (Michigan's education data agency), MDE has developed and rolled out a new data portal, MiSchoolData.

The MI School Data portal is a critical element that allows us to specify a theory of action that calls for an accurate diagnosis of school challenges using data analysis and professional dialogue, as it provides an extensive set of data for stakeholders to access. It includes information about assessment trends, school demographics, graduation/dropout rates, staffing information and educator effectiveness.

Building on these initiatives and the lessons learned from them, as well as on MDE's desire to leverage "light-of-day" reporting and transparency more efficiently to help communicate important information about the performance of schools to the public, we will take the opportunity presented by ESEA Flexibility to redesign our school report card, as described below.

The key elements of this new Accountability Scorecard will be:

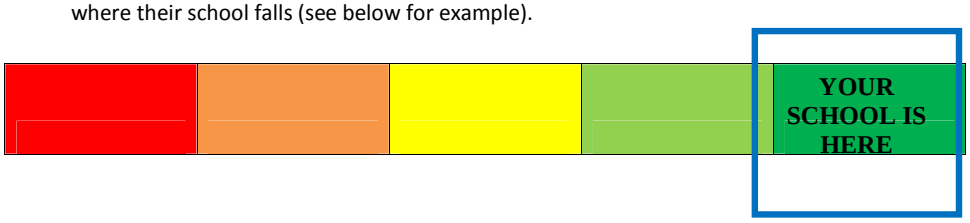
- Easy-to-understand color scheme (Red, Orange, Yellow, Lime Green, ~~and~~ Dark Green, and Purple) so that schools can see at a glance where their areas of strength, caution, and weakness are, and target their efforts appropriately.
- Clear labels for Priority, Focus and Reward schools, helping stakeholders understand how the two types of metrics fit together.
- The ability to click through and see more detailed information on any given subject or subgroup, while at the same time retaining a simple, at-a-glance overview.

Determining the Colors

Colors will be determined for each school using the following set of business rules:

- The whole school will receive a Red, Orange, Yellow, Lime or Dark Green rating for each subject. Each subgroup will receive a Red, Yellow, or Green rating for each subject. Each group/subject Red rating means that a school did not meet the proficiency OR the safe harbor improvement target. Yellow means the school met the safe harbor improvement target only. Green means the school met the proficiency target (or that the bottom 30% subgroup met the safe harbor target).
- Schools and LEAs that have no proficiency results due to having no full academic year (FAY) students will receive an Accountability Scorecard with existing accountability results (participation, compliance factors). These schools and LEAs will receive an overall Purple rating in lieu of a Dark Green or Lime to denote the absence of proficiency results. Red, Orange, and Yellow may also be earned if the school or LEA does not meet the participation or reporting requirements.
- In order to recognize the challenges that all Michigan schools face with closing achievement gaps, the bottom 30% subgroup's proficiency outcomes will display colors and points in individual cells based on whether the subgroup met its proficiency or safe harbor target, however only the points will roll up to the building and LEA Scorecard. This will provide a more meaningful statewide distribution of overall Scorecard statuses while still providing a valuable diagnostic to schools.
- If a school fails to assess at least 95% of their students overall or in a subgroup (with the exception of the bottom 30% subgroup, as it is only defined once students have already tested), the school automatically receives a Red in that subject. If a school receives two Red participation ratings in the "all students" category, the school's overall status will default to Red. The purpose for this strict participation requirement is to prohibit schools from strategically choosing which students not to assess in order to raise their overall proficiency scores.

  To determine the final overall color for the school, each subgroup color in each subject will be assigned a point value. This allows us to further differentiate the "yellow" category in particular. MDE plans to display these final colors in a continuum, to help parents understand where their school falls (see below for example).



In order to earn each color, a school has to earn a certain target number of points, as follows:

Less than 50%:	Red
50-60%:	Orange
60-70%:	Yellow
70-85%:	Lime Green
Over 85%:	Green

This provides for more differentiation, particularly in the formerly "yellow" category. A school can earn an orange rating or above by demonstrating, on average, improvement (as indicated by safe harbor) in all subjects and subgroups.

General business rules will stay the same, including:

- Red/yellow/green color coding within subject and subgroups (saving the more differentiated coding for the overall color scheme)
- Participation rules: For each "red" that a school earns in any subgroup/subject combination, their overall color is lowered one level. If a school earns two reds in the "all students" category in any two subjects, the school automatically earns an overall "red" rating. This is to prevent schools from choosing to not assess certain students.
- Interactions between Priority, Focus and Reward school status and the Accountability Scorecard stay the same.

As demonstrated below, Michigan will display and include graduation rates for all traditional subgroups in the Accountability Scorecard. The Bottom 30% subgroup is based on academic status and cannot be accurately included on the Accountability Scorecards. Michigan will comply with ED's State Report Card Guidance and include a simplified Bottom 30% subgroup cohort graduation rate and disclaimer on the State and LEA report cards.

Four example Accountability Scorecards are presented below for example schools that achieved an overall Green (Figure 34), an overall Yellow (Figure 35) an overall Red (Figure 36) and another overall Yellow because of having one Red subgroup (Figure 37). We did not provide samples of either Lime or Orange for purposes of this document.

SAMPLE ELEMENTARY NAME STATUS: GREEN

SAMPLE DISTRICT NAME REWARD SCHOOL

Student Group	Content Areas				
	Mathematics	Reading	Writing	Science	Social Studies
All Students	2	2	2	2	-
Bottom 30%	2	2	2	2	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	2	2	2	1	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	2	2	2	2	-
Two or more races	-	-	-	-	-
Hispanic of any race	1	2	2	1	-
Economically Disadvantaged	1	1	1	1	-
English Language Learners	-	-	-	-	-
Students with Disabilities	1	1	1	1	-
Overall	45 / 56 = 80% of points earned				

Graduation Rate: XX% Attendance Rate: XX%

Educator Evaluations: In Good Standing

Compliance Factors: None

Figure 34. Sample Accountability Scorecard for a school achieving an overall Green.

SAMPLE ELEMENTARY NAME STATUS: YELLOW

SAMPLE DISTRICT NAME FOCUS SCHOOL

Student Group	Content Areas				
	Mathematics	Reading	Writing	Science	Social Studies
All Students	1	2	1	1	-
Bottom 30%	0	2	2	0	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	1	1	2	1	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	2	2	2	1	-
Two or more races	-	-	-	-	-
Hispanic of any race	1	2	1	1	-
Economically Disadvantaged	1	1	2	1	-
English Language Learners	-	-	-	-	-
Students with Disabilities	1	1	0	0	-
Overall	33 / 56 = 59% of points earned				

Graduation Rate: XX% Attendance Rate: XX%

Educator Evaluations: In Progress

Compliance Factors: SIP Not Submitted

Figure 35. Sample Accountability Scorecard for a school achieving an overall Yellow.

SAMPLE ELEMENTARY NAME STATUS: RED

SAMPLE DISTRICT NAME PRIORITY SCHOOL

Student Group	Content Areas				
	Mathematics	Reading	Writing	Science	Social Studies
All Students	1	1	1	1	-
Bottom 30%	2	2	2	0	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	1	1	1	0	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	1	1	1	0	-
Two or more races	-	-	-	-	-
Hispanic of any race	0	1	1	0	-
Economically Disadvantaged	1	1	1	0	-
English Language Learners	-	-	-	-	-
Students with Disabilities	1	1	1	0	-
Overall	24 / 56 = 43% of points earned				

Graduation Rate: XX% Attendance Rate: XX%

Educator Evaluations: Not Submitted

Compliance Factors: SIP Not Submitted

MICHIGAN Education

Figure 36. Sample Accountability Scorecard for a school achieving an overall Red.

SAMPLE ELEMENTARY NAME STATUS: YELLOW

SAMPLE DISTRICT NAME REWARD SCHOOL

Student Group	Content Areas				
	Mathematics	Reading	Writing	Science	Social Studies
All Students	2	2	2	2	-
Bottom 30%	2	2	2	0	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	3	3	3	3	-
Two or more races	-	-	-	-	-
Hispanic of any race	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-
English Language Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-
Overall	22 / 24 = 92% of points earned				

Graduation Rate: XX% Attendance Rate: XX%

Educator Evaluations: In Good Standing

Compliance Factors: None

MICHIGAN Education

Figure 37. Sample Accountability Scorecard for a School Achieving an overall yellow because of a subgroup achieving a Red.

This system helps to counter the perception that there are "too many ways to fail AYP," a common criticism that we have heard over the last ten years of No Child Left Behind. In this system, a school has some wiggle room, in recognition of the fact that schools are complex ecosystems and changing performance is not always a linear process. Introducing the "Orange-Yellow-Lime Green" concept (which is essentially translated to making AYP—with cautions) means that we have the ability now to differentiate school performance beyond the former dichotomous make/did not make designation that lost a lot of the nuance about where schools were doing well and where they were doing poorly.

We also believe that the proposed Accountability Scorecard is highly intuitive to users, which is particularly important since education touches everyone but not everyone is a professional educator or has extensive data training skills. The five-color scheme is intrinsically familiar to everyone; and the grading scale for a school's final color mimics an actual traditional grading scale, with which everyone is acquainted.

MDE has used stakeholder input extensively to address concerns about how these color categories are assigned. Initially, we had only three colors (Red-Yellow-Green), understanding that, particularly in the first several years of this system, we would be likely to have a large "Yellow" category. This was a point of discussion with our stakeholder groups, many of whom felt we should make the "Green" category larger and the "Yellow" category smaller. After reviewing the data, MDE still believes this is appropriate given our current performance. While many of our schools are not "failing," very few of them are succeeding at the level that we need them to succeed (i.e., preparing students for career and college), making Yellow (with its cautionary message) an appropriate color for these schools. Yellow is also important in terms of being able to utilize the accountability data to appropriately target supports for continuous improvement of all schools. When a school has an overall Yellow rating, it becomes necessary to look at the colors within the subjects, and assess the reasons for that Yellow rating.

However, following the submission of our initial ESEA flexibility request, we determined that we could get more specific with stakeholders by breaking our three-color categories down still further. We introduced two new colors, Orange and Lime, which allow for more clarity and detail about how schools are performing. Thus, our former "Yellow" category is more nuanced and allows for a clearer picture of school achievement over time.

The Red category will also serve as a warning system for schools with regard to their potential to become a Priority school. The Red category will include more schools than the lowest 5% of schools. This is appropriate, because although a school may not be in the lowest 5%, they may be close, and the Red designation can be used to alert them to the fact that they are in a danger zone. Importantly, the colors within subjects and subgroups can then help them to target their work more efficiently so that they can increase achievement, close gaps, and improve subgroup performance strategically where it is most needed.[9][10]

[9] For determining Accountability in small schools, MDE intends to continue to use its current small schools methodology for AYP, which includes multi-year averaging, as well as a sliding confidence interval for making Accountability determinations.

Determining a Scorecard for LEAs

MDE will produce a scorecard (using the green/yellow/red color scheme described above) for each LEA as well as each school. All calculations and factors will be the same, but results will be aggregated to the district level. MDE plans to treat the district as one large school, so to speak, rather than calculating a green, yellow or red status for each grade level within the district.[11] Treating the district as one unit will help with clarity of results, and will also push districts to play an active role in the accountability and the supports. This means that subgroups will be detected more quickly in the district now; the n-size of 30 students will only need to be reached district-wide for that subgroup to appear on the Scorecard, as opposed to 30 in elementary, middle and high school. This will be particularly helpful in terms of detecting and holding districts accountable for the performance of their limited English proficient students. Only 71 of 200 districts that have LEP students currently receive a district level AYP designation for their LEP subgroup, because they do not have 30 students at each of the grade levels. This change will now hold more districts accountable for these students.

MDE also plans to produce a Focus Districts list starting in 2012-13, where districts are ranked by the size of their achievement gap in the same manner as schools. We are concerned that some districts may choose to segregate their lowest performing students in one building, in order to keep achievement gaps smaller in their other buildings. One critically important element in designing high-stakes accountability systems is to be very strategic about avoiding unintended consequences--such as potentially increasing the segregation of schools by requiring schools to focus on their achievement gaps. By producing a district Focus list, districts have to be accountable for the size of their achievement gap overall, as well as within certain schools. MDE will publish a list of these Focus Districts, utilizing "light of day" reporting to flag districts in which it appears gaps are occurring on a district level (not just at a school level). In 2014-2015, when the Smarter Balanced assessments are adopted and implemented, we will examine the possibility of attaching consequences to the Focus Districts, but will produce the report for research and evaluation until that point.

If districts begin to segregate low-achieving students into certain schools and allow them to be "failure factories," the achievement gap will not close. Furthermore, if a district pre-emptively segregates students whom they perceive have the potential to be low achieving into certain schools, we lose substantial ground that has been made in the desegregation of schools and the integration of all races, disabilities and languages into open access schools.

Other Academic Indicators

MDE proposes to include the following elements in the Accountability Scorecard: graduation rate, attendance, participation, educator evaluations and compliance with state law.

[10] MDE intends to continue to utilize current calculation practices for the Accountability Scorecard, such as including formerly special education students and formerly limited English proficient students, multi-year averaging, indexing across grades, and other technical details to calculate Accountability.

[11] This change has been proposed in MDE's 2011-2012 Accountability Workbook and was implemented in 2011-12.

Graduation Rate

As is currently done in AYP, we propose to hold schools accountable for making the 80% graduation rate target. If the school does not meet the target, it has an opportunity to make it on safe harbor, which is defined (as previously) as the reduction of 25% of the gap between the current graduation rate and the 80% target. If a school has the graduation rate of 80%, it will receive a "Green" for graduation rate; if it makes the graduation rate improvement target, it will receive a "Yellow"; and if it misses both the rate and the improvement target, they will receive a "Red." A "Red" on this indicator will function the same way as any other "Red"—a school cannot be "Green" if it has a "Red."

Although graduation rate is an important indicator, MDE feels that placing too much emphasis on graduation incentivizes schools and districts to graduate students who are not proficient, and therefore not considered career- and college-ready. Given the demands of MDE's high school curriculum, as well as the rigor of our new cut scores, MDE wants all students to be exposed to rigorous content and to be held accountable for learning that content. If schools and districts are not held accountable first and foremost for the extent to which students learn that content and meet those expectations, then the opportunity for inappropriately graduating students is too great. Keeping the weighting at 16% allows MDE to hold schools accountable for the graduation of their students, but does not allow graduation to overwhelm the performance, improvement and achievement gap measures, all of which MDE believes are central to our core mission of improving the career and college readiness of all students in the state.

Attendance

In order to ensure that schools without a graduation rate have an additional indicator, we will continue to use attendance rate for elementary/middle schools. This is either a "Green" (the school met the target) or a "Red" (the school did not meet the target).

Participation

As mentioned previously, participation will be calculated in conjunction with each subject and subgroup, and a school must assess 95% of students. One "Red" for participation keeps a school from being "Green" overall; two "Reds" for participation in the "all students" category mean that a school is automatically "Red" overall. This is to prevent schools from not assessing students, particularly those low-performing students in subgroups.

One common (and somewhat misleading) comment we received from stakeholders is that it's too easy for "one student" to cause a school to miss a participation target. This is only true in schools with very small subgroups or numbers of students. In a school with 100 students, for example, 95% participation is 95 out of 100 students, leaving five students who, if not assessed for some reason, will not hurt the school. It is true that the 6th student to not be assessed would put the school over their limit, but there are five other students who were not assessed first.

However, to account for the fact that a very small school or very small subgroup can be negatively impacted by only one student, we propose that if more than 5% of the population OR two students, whichever is greater, is not assessed, the school fails to meet its participation target. For example: if a subgroup has 30 students in it, 5% of 30 students is 1.5 students. In this case, we would round up and say that the school needs to assess 28 of 30 students in order to meet the target.

Educator Evaluations: Reporting Effectiveness Labels

In order to strengthen our ability to ensure compliance from districts in terms of implementing their local evaluation systems (as well as the state evaluation system), we will give schools credit for reporting 100% of their educator effectiveness labels and at least 95% of their students in the Teacher Student Data Link (TSDL) collection. This will be either a "Green" or a "Red" indicator—either the school reports 100% of its required labels and 95% of its students in the TSDL and receives a Green, or it does not and receives a Red. Transparency with parents and other stakeholders is critically important, and including this important measure of quality on the Accountability Scorecard is a key element to that.

Compliance with State Law

Schools are required by state law to have a school improvement plan, and to complete School Performance Indicator reports. These data are a necessary element of this systematic diagnosis of the school, their strengths and weaknesses, and developing and monitoring a plan. Therefore, we will give a school credit for submitting a school improvement plan and completing their School Process Rubrics. These data are then used in schools for their data analysis discussions and for targeting instruction and reforms.

Rationale for AMOs

The AMOs we propose reflect the fact that Michigan's starting point is dramatically different, given our new career- and college-ready cut scores. The proficiency AMOs require that schools grow by equal increments each year, remain the same once set, and reflect a school's starting location. These were all important modifications that were introduced based on lessons learned from the previous AMOs. Schools need to have targets that relate to their own situation; they need to be clear on what the goals are so that they can plan ahead, and they need to be given a steady trajectory to work with, versus the "stair-step" approach taken previously, where targets remained constant for several years and then dramatically increased in the years approaching 2014.

The performance change we expect to see in our schools during the next few years is significant. However, it's also carefully grounded in extensive research, data analysis, and stakeholder input. As mentioned previously, we spent considerable time engaged with practitioners and policy groups as we set forth to build our new AMOs. We also ran volumes of data in an effort to test our assumptions and results.

We have sought to harness the tension between ambition and attainability, and we believe we have

struck the right balance. We are cognizant of the challenges our schools face, particularly with the pending change in cut scores, but we believe they are capable of achieving their objectives if they have the right tools and support. As outlined in this waiver request, we think we can deliver that support through diagnostic intervention and data-driven approaches.

Perhaps the best support for our thinking, however, relates to the core principles stated at the beginning of this document:

- **All means all. Every child has an innate capacity for learning, and we must meet the needs of each and every Michigan student with high-quality systems, tools and resources. Our expectations for all students must be consistently high.**
  - The use of for the bottom 30% subgroup for calling out subgroup achievement will allow us to isolate and address student achievement gaps wherever they exist, not just in Michigan's larger schools.
  - The growth rates we're targeting are going to propel our students forward at a pace we've never before seen, but think our schools can manage.
  - The state is prepared to leverage its partnerships and resources to make sure these AMOs are met. Why? Because of the next core belief, stated below.

- **We must ensure our children are career- and college-ready. We define this as student preparation that is adequate to allow a student to pass first-year community college courses without remediation. Our state is preparing students not just for the opportunities we know about today, but also for the economic and intellectual challenges of the future.**
  - We cite this quotation, which says it all:

    > A May 2011 study by the Detroit Regional Workforce Fund found that 47 percent of adult Detroit residents, or about 200,000 people, are functionally illiterate — which means that nearly half the adults in the city can't perform simple tasks such as reading an instruction book, reading labels on packages or machinery, or filling out a job application. Depressingly, about 100,000 of those functionally illiterate adults have either a high school diploma or the GED equivalent. You can stimulate the Detroit economy all you want, but even if jobs come back, people who can't read won't be able to do them.[12]

  - Michigan's economy, which is among the worst in the nation, needs educational rigor, innovation, and results. We are using this ESEA Flexibility Request as the next step in our work to deliver those results.
- **Our teachers and administrators are professionals whose talents are equal to the task before them. We must ensure our systems support their work effectively and allow them to**

[12] Friedman, Thomas and Mandelbaum, Michael (2011). That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back. New York, NY: Farrar, Straus and Giroux

innovate to meet the needs of their students.

- We have high-caliber individuals working in classrooms and schools across Michigan. We owe it to them to set our expectations higher and give them an opportunity to produce the growth of which they are capable.
- Teacher organizations and policy experts are backing our plans. They support these proposed AMOs and, in fact, are asking to get started.

- **Our school-level interventions must similarly emphasize careful diagnosis and intervention, to maximize all available resources and effectively address the needs of all students.**
  - Michigan has a wealth of expertise that can be brought to bear. We must begin to coordinate and harness our leaders, with an eye toward continuous improvement for all.
  - We must constantly review and inform, review and inform. If we get to a scenario where most schools are up along that 85% line, we'll keep pushing that bar upward and working to deliver even more for Michigan's children.
  - One-size-fits-all approaches are clumsy, costly, and less effective than those that diagnose and treat specific concerns. If we get smart about our interventions, we can get faster, stronger results.

But the most important evidence we can provide to show these AMOs are appropriately targeted is this: we are willing to hold ourselves, our schools, and our state accountable for them.

Annual Measurable Objectives for the State

Per the discussion requesting that MDE develop Annual Measurable Objectives (AMOs) for the state as a whole, the MDE has created statewide AMOs for the next ten years based on where the state is starting out (in the 2011-12) school year for each subject area (mathematics, reading, science, social studies, and writing) and school level (elementary, middle, and high school). Each of the AMOs follows a linear increase from the starting point in the 2011-12 school year to 85% proficient in the 2021-22 school year as shown in the table below.

Subject	Level	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Mathematics	Elementary	40%	44%	49%	53%	58%	62%	67%	71%	76%	80%	85%
	Middle	36%	41%	46%	50%	55%	60%	65%	70%	75%	80%	85%
	High	30%	36%	41%	47%	52%	58%	63%	69%	74%	80%	85%
Reading	Elementary	66%	68%	70%	72%	74%	76%	77%	79%	81%	83%	85%
	Middle	63%	65%	67%	70%	72%	74%	76%	78%	81%	83%	85%
	High	57%	59%	62%	65%	68%	71%	74%	76%	79%	82%	85%
Science	Elementary	16%	23%	30%	37%	44%	51%	58%	64%	71%	78%	85%
	Middle	17%	24%	31%	38%	44%	51%	58%	65%	71%	78%	85%
	High	27%	33%	38%	44%	50%	56%	62%	68%	73%	79%	85%

Social Studies	Elementary	28%	33%	39%	45%	51%	56%	62%	68%	74%	79%	85%
	Middle	29%	34%	40%	46%	51%	57%	62%	68%	74%	79%	85%
	High	41%	45%	49%	54%	58%	63%	67%	72%	76%	81%	85%
Writing	Elementary	44%	48%	52%	56%	60%	64%	68%	73%	77%	81%	85%
	Middle	46%	50%	54%	58%	62%	66%	70%	73%	77%	81%	85%
	High	49%	52%	56%	60%	63%	67%	70%	74%	78%	81%	85%

The 2012 AMO was created by taking the 2011-12 percent proficient across all assessments (MEAP or MME, MEAP-Access, and MI-Access), and creating a weighted average across the elementary grades (3-5), middle school grades (6-8), and high school (grade 11). Social studies was the exception in that the grade 6 social studies scores were considered for elementary level, with grade 9 scores considered for middle school, and grade 11 scores considered for high school.

Our State Report Card

https://www.mischooldata.org/AER/CombinedReport/InquirySettings.aspx

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

MDE proposes four identification strategies for Reward schools:

- Beating the Odds (identifies schools that should be rewarded for performing more highly than expected). The basic strategy for the Beating the Odds analysis is as follows:
    - Identify schools that are similar on demographic characteristics, and from each group of similar schools, identify the highest performing school.
    - Identify a school's predicted outcome based on demographic characteristics, and then identify which schools over-performed their expected outcome.
    - Identify those schools who are determined by both methodologies to be "beating the odds" to be the final list of Beating the Odds schools.

  MDE has received some suggestions from stakeholders regarding the Beating the Odds methodology. Prior to the ESEA Flexibility application, the Beating the Odds list was simply a report that MDE produced each year in order to encourage schools that were doing better than

expected in terms of their performance. With the increased stakes attached to it via this application, however, MDE commits to engaging in a series of stakeholder meetings to refine and revisit the methodology. For example, in some of the clusters of schools, the school with the highest ranking may not be significantly higher than the mean ranking of that cluster, but that top-ranked school in the cluster would still be identified as beating the odds. These types of methodological business rules are best hammered out through thoughtful conversation with external stakeholders and experts.

What we do know now is that subgroup performance is an important element of this calculation. The outcome metric for both ways of identifying schools beating the odds is MDE's Top-to-Bottom school ranking. That ranking includes as a component the size of the achievement gap in each school. Schools with large achievement gaps are pulled down in the rankings, and are therefore unable to be identified as beating the odds. In addition, as a failsafe, schools are disqualified from being recognized as beating the odds if they are identified as focus schools. Finally, both methods of identifying schools as beating the odds incorporate demographic risk factors as either matching variables or covariates. Therefore, schools identified as beating the odds are by definition outperforming their prediction based on their demographic mix of students.

- Top 5% of schools on the Top-to-Bottom list of schools ("high performing schools"). Detail on Top-to-Bottom methodology is included below; the basic strategy for the Top-to-Bottom list is as follows.
    - Using data on all five tested subjects and graduation rate where available, rank schools from the 99th percentile to the 0th percentile.
    - Each content area metric is based on achievement (1/2 of the metric), improvement (1/4 of the metric) and achievement gap (1/4 of the metric). This creates a tension between high achievement, but also improvement over time and keeping the achievement gap small so that all students are learning.
    - Once the complete Top-to-Bottom list is identified, the top 5% of that list can be considered "highest-performing" schools. These are schools with high overall achievement, who are demonstrating improvement over time, and who are demonstrating high achievement and improvement in all students as evidenced by their small achievement gaps.
- Schools with the top 5% improvement rates (on a composite rate of improvement in all tested subjects)—for "high progress" schools
    - In the complete Top-to-Bottom ranking, an improvement rate is identified for each content area.
    - To determine "high progress" schools, the following steps are conducted:

- Create a composite improvement index based on improvement in all available tested subjects.
- Rank schools on their composite improvement index.
- Identify the 5% of schools with the highest rates of improvement.

- Schools improving beyond the 85% ultimate proficiency target for the whole school and remaining a Green school otherwise.

A school cannot be named a Reward school if it is a Priority school or a Focus school, or if it has failed AYP (i.e. gotten a "Red" overall status on the Accountability Scorecard).

Understanding the Top-to-Bottom Methodology

In 2011, MDE produced a comprehensive Top-to-Bottom ranking of all schools in the state. This ranking was developed based on the original methodology for identifying persistently lowest achieving schools, following the federal School Improvement Grant ranking formula requirements. Throughout the 2010-2011 school year, MDE modified the original PLA ranking based on extensive comments from stakeholders and internal evaluation of the methodology and data. Although the 2011 PLA list was still run using the original methodology (due to a technicality in state legislation), MDE produced the full Top-to-Bottom list as part of our "light of day" reporting initiatives. It gave schools a "low-stakes" look at their ranking on the new metric, provided them with important diagnostic data for their schools, and afforded MDE the opportunity to educate schools and educators on the metric before it took on a more high-stakes nature.

The Top-to-Bottom list includes all five tested subjects (mathematics, reading, writing, science, and social studies) and graduation rate (when available). Each subject is measured using three indices: achievement, student growth/school improvement, and achievement gap.

- Achievement: To obtain a measure of a school's achievement over all students in various grades and test types, we standardize each student's scale score on the test they took. This gives us a value that tell us how well each student did on that test compared to all others statewide who took that same test in that same grade and subject in a given year. This allows us to standardize out potential differences in difficulty of cut scores or tests not accounted for in the psychometric properties of the test, and also allows us to put all students on a similar metric so that we can combine it for overall school achievement. Additionally, given our recent change in cut scores, looking at the percent of students proficient would have made it impossible to accurately rank at the bottom of the distribution, as so many schools have zero percent of their students proficient. Using standardized scale scores makes this truly a normative ranking system, as the proficiency criteria are not reflected in a school's ranking.
- Improvement: Student improvement is included in two ways—integrating individual student-level growth data where available (reading and mathematics, grades 3-7) and examining school-

level improvement rates where the student-level growth is not available. Provisions are made so that higher-performing schools are not penalized if they lack room to show improvement.

- Achievement gap: This gap is calculated as the distance between the average scale score for the top 30% of students and the bottom 30% of students in that each school. Larger gaps decrease a school's overall ranking; smaller gaps help raise their ranking.

For schools with a graduation rate, the school is ranked on both the graduation rate as well as improvement in graduation rate, and this counts as 10% of the overall school ranking.

Each content index counts equally toward the final ranking, and a school receives a ranking if it has at least 30 full academic year students in both the current and the previous year in at least two content areas.

Graduation Rate Proposal for MDE's Accountability Scorecard

MDE proposes that we integrate graduation rate into the accountability scorecard in the following manner:

- Treat graduation rate as an additional subject in the scorecard, giving it equal weighting with the other five tested subjects. This means each subject will be 16.66% of the final score.

- Schools will receive two points for meeting the graduation rate target (80% graduation) in each applicable subgroup as well as the all students group, one point for meeting the improvement rate, and zero points for failing to meet either goal.

The graduation rates used in both the Accountability Scorecard and the Top-to-Bottom list are MDE's approved cohort graduation rates, as generated by the cohort graduation rate methodology required by USED.

	Math	Reading	Writing	Science	Social Studies	Graduation Rate
All Students						
White						
Black						
Hispanic						
Asian						
A/PI						
Multi						
SWD						
ED						
LEP						
Bottom 30%						XXXXXXXXX

In 2013-2014, MDE proposes modifications to the Top-to-Bottom Ranking to account for outliers.

Following the implementation of our ESEA Flexibility application in the 2012-2013 school year, MDE convened a group of stakeholder to discuss the metrics, and in particular, the Focus metric. There was a concern voiced by the field that schools were being identified as Focus Schools "only" because they had very high-achieving students. While this was not true in the majority of the cases, the resulting data analysis and discussions with the field helped MDE identify an issue with our Top-to-bottom ranking methodology: the impact of extreme z-scores from outliers in the assessment data. In order to address this issue, we propose a change to the overall Top to Bottom methodology by which we normalize the underlying student assessment distributions, and then cap the resulting z-scores at (-2, 2). This minimizes the impact of extreme z-scores. It is important to note that we do not drop those scores, but rather cap them and still include them in the ranking.

MDE believes this helps us to more appropriately identify schools in which there is systematic low-achievement and/or large gaps, as opposed to schools with a relatively small number of very high- or low-achieving students whose extreme z-scores exerted undue influence on the metric. Our predictive analyses also establish that we are not losing schools with large gaps between various demographic subgroups, including students with disabilities and demographic subgroups with this change in the overall Top-to-Bottom ranking methodology.

The Technical Appendix includes a rationale for TTB changes (see Attachment 13.C) and detailed business rules (see Attachment 13.B) on this methodology. We have also created a webpage with extensive resources for schools, districts and others to understand their ranking.

Finally, MDE has initiated a significant informational campaign regarding the Top-to-Bottom ranking methodology. This included presentations on the ranking during a 12-stop Accountability Tour around the state, a statewide webcast, recorded interactive presentations, and numerous hands-on presentations with schools, districts, and other organizations.

Small Schools in the Top-to-Bottom Ranking

In order to receive a ranking, a school is required to have at least 30 Full Academic Year students in both the current and previous year in at least two tested content areas. This means that very small schools, or schools with a small number of full academic year students, do not receive a ranking and therefore are ineligible to be Priority, Focus or Reward schools. These schools tend to be very small charter schools, alternative education schools, and very small rural schools. Although it is appropriate for those schools not to receive a ranking in the current methodology (due to the N-size requirements for stable and reliable calculations), we also recognize that those schools need to receive reasonable and meaningful accountability designations.

MDE's minimum N-size of 30 students is based upon investigation of research and scholarly papers that indicated the number thirty was large enough to yield statistically reliable results. Subgroups with less than 30 students will still be reported to the school or district for instructional purposes but not included in accountability determinations.

MDE's compromise between the competing goals of more disaggregated reporting and greater statistical reliability is to set the minimum number of students at 30. MDE is not alone in choosing an

N-size of 30. It appears the majority of other state's accountability systems have come to the same conclusion. More than half of all states chose 30 or 40 as their minimum N-size for federal accountability systems required under the No Child Left Behind Act.[13]
We intend to convene a taskforce specifically to address this task, particularly given the fact that the schools are not only small, but tend to fall into distinct categories. For example, finding appropriate metrics to hold alternative schools accountable is a challenge; they should have high expectations like all other schools but they also educate a unique population and metrics for success may be different and may include other measures. MDE will begin to convene this taskforce in the spring of 2012, and will conclude work by December of 2012. At that point, MDE will submit the appropriate notifications to USED and request modifications to current policy as appropriate.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

MDE is working with its partners and stakeholders to identify innovative ways to recognize high-achieving schools. Although we do not have funds available to reserve under ESEA section 1117(c)(2)(A) to provide financial incentives to Reward Schools, we have identified other types of recognition, as described in Section 2A of this waiver request.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Using the Top-to-Bottom methodology described above, MDE plans to identify Priority schools as:

- Schools in the bottom 5% of the Top-to-Bottom ranking.
- MDE will ensure that the number of schools identified as Priority schools is equal to at least five percent of the state's Title I schools as Priority schools.

2.D.ii Provide the SEA's list of priority schools in Table 2.

[13] U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *State and Local Implementation of the* No Child Left Behind Act, *Volume IX—Accountability Under* NCLB*: Final Report*, Washington, D.C., 2010.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

As described previously, all LEAs with Priority schools will be required to implement one of four intervention models as described in the US Department of Education Final Requirements for School Improvement Grants:

- Turnaround Model
- Transformation Model
- Restart Model
- School Closure

A Priority school that implements one of the four School Improvement Grant models satisfies the turnaround principles. *See page 10 of the ESEA September 23, 2011 Flexibility document.*

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

In January 2009, Michigan's legislature passed reform legislation and embodied it in Michigan's School Code. This law requires the following:

Section 380.1280c

(1) Beginning in 2010, not later than September 1 of each year, the superintendent of public instruction shall publish a list identifying the public schools in this state that the department has determined to be among the lowest achieving 5% of all public schools in this state, as defined for the purposes of the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American Recovery and Reinvestment act of 2009 Public Law 111-5.

This law sets out timelines by which LEA's who have schools on the list must submit reform/redesign plans to Michigan's state school reform/redesign officer. Schools identified on this list must select as the basis for their plan one of the federal models--turnaround, transformation, restart, or closure. Plans must include all elements as described in the federal guidance.

The SEA's proposed timeline engages both the District and its Priority school(s) to obtain differentiated levels of support based on the school's status and individual needs. Please refer to Section 2A for more information about the supports available to Priority schools.

Prior to the initial identification of the Priority schools, MDE will provide early notice technical assistance events each spring that target the bottom 15% of schools on the Top-to-Bottom list from the previous fall as preparation for engaging in reform planning when the Priority list is published later in August each year. This aids districts and schools in both making effective funding decisions

regarding set-asides for the following year to support initial turnaround efforts and in engaging in early data and policy analysis to prepare for the development of reform/redesign plans if later identified as Priority schools.

Early technical assistance is designed to improve the quality and feasibility of implementation of reform/redesign plans for schools. Using the Professional Dialogue protocol and data wall, potential Priority schools will engage in introductory needs analysis and planning with MDE facilitators to guide reform/redesign plan development. Even if not later identified on the Priority school list, this dialogue will engage a broad range of poorly performing schools and initiate reform-minded efforts that should end up in all schools' School (and District) Improvement Plans. This also addresses financial set-aside considerations before the school's consolidated application are completed, so that reform-specific strategies are incorporated into the application plan.

Once identified as Priority schools, the timeline for intervention planning and implementation (see revised section below) is initiated, beginning a second set of elements of the intervention process. Schools on this list formerly known as "Persistently Lowest Achieving" will now receive the designation of Priority Schools and will follow the timeline as given in the state law. All dates in the timeline required by law are shown with an *.

***Table 11*. Timeline for Priority Schools.**

Date	Action Step
Late spring each calendar year	School Reform Office holds "early notice" workshop to address reform considerations with bottom 15% of the past year's Top-to-Bottom List. This early notice was requested by LEA Superintendents due to the time constraints of the legislated timeline for reform plan development.
Summer of each calendar year	School Reform Office facilitates technical assistance meetings that include Professional Dialogue based on each school's data wall to help address likely reform plan options, considerations for future funding through the consolidated application, and other reform needs and efforts.
No later than September 1 of each calendar year*	List of Priority Schools published by MDE*
No later than three weeks after publication of Priority Schools list	State School Reform Officer holds initial meeting with LEA and school(s) representatives to offer the MDE-provided data wall, plan for the ensuing facilitated "professional dialogue session," and review Reform and Redesign options: • Restart Model • Transformation Model • Turnaround Model • Closure The following groups will be represented at the initial meeting to offer technical assistance.

	• MDE-trained facilitators with expertise in both school reform and knowledge of the guidance under which the plans must be developed and operated. • Representatives of the regional education service agencies that have Priority schools who will be offering assistance at the local level. • For schools in Category/Year Three, members of district intervention teams with expertise in diagnosing systems problems at the district level. (Personnel, budget, procurement, instruction and instructional strategies, professional development)

Next 90 days	Category/Year 1 schools hold a "professional dialogue" session using the MDE-provided data wall, select the appropriate intervention model and write or revise a draft reform/redesign plan to submit through AdvancED modified SIP templates. Title I priority schools will receive assistance for this work from an MDE-provided intervention specialist who will:
	• Work with school leaders to select the most appropriate Reform and Redesign model based on needs
	• Identify District system-level improvements needed to support schools' rapid turnaround strategies including:
	  • Student Achievement/Instruction
	  • Budget and Financial Practices
	  • Procurement
	  • Recruitment, Screening, Hiring and Placement of Staff
	• Select which components of the Statewide System of Support meet the student and staff needs and be incorporated into chosen model
	
	Category/Year 2 schools will receive assistance in revising and implementing their plan from an intervention specialist, who will accomplish the following:
	• Participate, if designated by the school reform officer, in the school's facilitated "professional dialogue" to help strengthen the reform/redesign plan identify root causes of low student achievement
	• Identify and resolve system issues which are barriers to full plan implementation
	
	Category/Year 3 districts/schools' District Intervention Team will play a more active role. The Intervention Team will do the following:
	
	• Diagnose problem areas in district level supports and school implementation capacity and provide prescription(s) for solutions
	• Conduct a needs assessment of the school(s) to select the most appropriate Reform and Redesign plan
	• Participate in the school's "professional dialogue" to integrate its analysis into the district and school's evaluation of Year Two efforts
	• Write the plan

	• Budget for the implementation of the plan • Provide oversight of plan implementation • Design and coach effective evaluation of teachers and principals • Support/mentoring of principals Category/Year 4 districts/schools These schools are going to be subject to transfer into the EAS pursuant to state law.
Within 90 days after publication of Priority Schools list	LEA submits draft school(s) Reform and Redesign Plan(s) to State School Reform Officer
Within 30 days after Reform and Redesign Plan submission*	State School Reform officer reviews the draft plans and gives feedback to LEA through AdvancED modified SIP templates.
Within 30 days after the draft Reform and Redesign Plan is reviewed and returned to the LEA	LEA must resubmit plan for approval/disapproval: • If Reform and Redesign Plan is not approved, the school will be placed under the auspices of the Educational Achievement System beginning the following school year • If Reform and Redesign Plan is approved, LEA/school use the remainder of the school year to put the plan in place for implementation the following fall*
Throughout the school year	School Support Team and the Intervention Specialist, under guidance of SRO, meets quarterly with Priority School(s) School Improvement Team to monitor the continuous improvement processes in the school. Each school reports quarterly to MDE on its plan implementation progress Category/Year 4 schools are monitored monthly by the School Reform Office to evaluate progress on the School Reform Plan. Evaluation reports are shared with schools to review progress and plan next steps for plan implementation.
No later than June 1	1. The LEA and school must conduct a next-round "professional dialogue" using its MDE-updated data wall to evaluate efforts to date and consider whether to continue or adjust chosen strategies and implementation options. 2. LEA must revise its district plan to indicate how its Priority schools(s) will receive district supports 3. School must revise its school improvement plan through AdvancED modified SIP templates to incorporate components of the Reform and Redesign Plan it has selected to implement in the upcoming year, the appropriate indicators for progress monitoring, and the supports chosen to meet its needs.
No later than August 30	MDE will perform a desk review on both the district and the school to determine whether the improvement plans have been appropriately updated and create a file for each school that contains baseline data for both leading and lagging indicators

During the following school year of Reform and Redesign Plan implementation These activities will continue in successive years of implementation if the data indicates a need. Schools are moving off the Priority List and new schools are coming on the list	• MDE will hold a minimum of two networking meetings for LEA/school teams with Reform and Redesign Plans to share best practices around the implementation of college and career ready standards and the instructional strategies that best support such implementation • MDE will devote a strand of the Fall and Spring School Improvement conferences for Priority Schools to support implementation of their plans and the implementation of college and career ready standards • MDE-trained Improvement Specialists will monitor the implementation of the Reform and Redesign Plan, communicate regularly with the district and school board and meet monthly/bimonthly with MDE to share updates and network with other contractors. • MDE will conduct site visits on a regular basis (at least quarterly with monthly visits where needed) to review progress on plan implementation, and will work with schools to provide focused technical assistance around implementation efforts. These efforts will generate a progress report based on benchmarking efforts related to implementation indicators and quantitative leading and lagging data indicators related to school and student performance. • MDE will provide an online professional development and communication tool that addresses common reform barriers for teachers, instructional leaders, and building/district administration. • A series of job-embedded professional learning events and resources will be created and disseminated using this site, and based on "just-in-time" data summaries from school monitoring efforts. • MDE will develop a comprehensive professional development program of resources and strategies that specifically address achievement gap remediation efforts for use in Focus and Priority schools. These will be based upon a number of leading, research-based models for addressing both general proficiency achievement gaps (as identified by the Bottom 30% indicator addressed earlier) and cultural sub-group achievement gaps.

During the reform/redesign planning and implementation process, a number of resources are provided to Priority schools (along with some parallel efforts for Focus Schools) to support the rapid turnaround required for these schools. These are detailed below.

Table 12. Timeline and Resources for Rapid Turnaround

REFORM / IMPROVEMENT PRINCIPLES	DESCRIPTION	PRIORITY SCHOOL INTERVENTION (Funding Source)	FOCUS SCHOOL INTERVENTION (Funding Source)
Develop strong leadership capacity in schools (Transformation and Turnaround Model Requirement 1)	This trained Intervention Team works at the district level to do a deep diagnostic to identify the root causes of the district leadership and processes not being able to provide support to its focus schools.	For Title I schools, an intervention specialist (MDE)	For Title I schools, District Intervention Facilitator provided by (MDE during year 1-4~~2, funded through Title I set-aside during third and subsequent years)~~
	Based on the results of the diagnosis above, the trained Intervention specialist informs and advises district and building leader in turnaround and school improvement.	Intervention Specialist (MDE or its designee) available to Title I schools and/or SRO Technical Assistance available to all schools	
Effective Teachers (Evaluation addressed in Transformation Requirements 2 and 3; Turnaround requirements 3-5)	Professional Learning aligned to building's needs and focusing on the implementation of multi- tiered systems of support and instructional strategies such as scaffolded instruction that have proven effective with SWDs and ELLs.	Professional Learning (for Title I schools, this can be funded through District Title I Set-Asides and Regional Assistance Grants)	
	Trained Content Coaches will provide modeling, feedback, classroom data collection, monitoring and team level professional learning to teachers at the classroom level related to the building's identified needs focusing on research-based strategies and aligned with the School Improvement Plan.	Content Coaches (for Title I schools, this can be funded through Regional Assistance Grants)	
	Guidelines of the Michigan Council for Teacher Effectiveness are designed to accompany MDE's new teacher evaluation system, utilizing links to professional learning tools, supports for mentorship, and other system components and requirements.	Teacher Effectiveness Guidelines and System (State of Michigan)	Teacher Effectiveness Guidelines and System (State of Michigan)
Redesigned Schedules for Additional Time (Transformation requirement 8 and Turnaround requirement 10)	Priority schools are required to provide additional instructional time in core subject areas as a part of their reform/redesign plan, with recommended increases of 300 hours per academic year. Title I set-aside funding allows districts to supplement the use of increased learning time in accordance with the	Support Increased Learning Time (for Title I schools this can be funded through District Title I Set-Aside)	

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	Section 1003(g) School Improvement Grant guidance		
	MDE has provided resources for districts and schools as support for their multi-tiered systems of support. MDE recommends the use of such a model as a support for struggling learners, especially SWDs and ELLs. The research clearly states that multi-tiered systems of support such as Response to Intervention (RtI) help struggling learners master the curricular expectations.	Implement a multi-tiered system of support that includes scaffolded instruction for SWDs and ELLs (for Title I schools this can be funded through District Title I Set-Aside)	Implement a multi-tiered system of support that includes scaffolded instruction for SWDs and ELLs (for Title I schools this can be funded through District Title I Set-Aside)
	Surveys of enacted curriculum inform instructional practice with regard to alignment of common core curriculum standards to what is actually being taught in the classroom. ISD/ESA consultants can then provide technical assistance on how to increase alignment at the classroom level.	Surveys of Enacted Curriculum (SRO provides this for all priority schools in year 1; for Title I schools, this can be funded in subsequent years through Regional Assistance Grant)	
	Professional Dialogue with trained turnaround facilitators will utilize school data to reach needs-based decisions about relevant research-based instructional programs that are appropriate to address school needs and can be supported by ISD/ESA consultants or commercial providers.	For Title I schools, Professional Dialogue facilitators (MDE or its designee, District and/or School Title I Set-Aside)	For Title I schools, District Intervention Facilitator (MDE during year 1-2, funded through Title I set-aside during third and subsequent years)
	The restructuring model will focus on improving instruction, curriculum alignment, rigor, and relevance. An outside vendor with a research-based program may be utilized.	MDE Approved Restructuring Model (Regional Assistance Grant)	
Use of Data for Continuous Improvement , including School Improvement decisions, Differentiated Instruction, and Guidance for Alignment of Professional	The School Support Team provides ongoing support to the school in how to monitor student achievement at the classroom level, identify individual obstacles to meeting turnaround/improvement goals. Works to assist teachers to identify strategies to overcome obstacles. Focuses on the Instructional Learning Cycle (ILC) which is aligned to the School Improvement Plan (SIP).	For Title I schools, School Support Teams which includes a trained School Improvement Facilitator (Regional Assistance Grant)	

Development (Transformation requirements 4, 6, and 7; Turnaround requirements 7, 9, and 10)	School Improvement Plan (SIP). This plan is required of all schools, and is submitted / revised on an annual basis. It utilizes an Instructional Learning Cycle (ILC) that focuses on a series of short-term cycles of instruction, data analysis and adjustment of instruction to address specific areas of need at the classroom level. The ILC relates to the **Turnaround and the Transformational models** as each have components addressing using data to identify and implement systemic policy and instructional efforts to support school improvement. The SIP is currently being integrated with both Turnaround or Transformation Model requirements for the reform/redesign plan, so that Priority schools can address both legislated components in a single plan. This also allows for ease in monitoring and evaluation across MDE departments, as the analysis and review tools are also built into the system.	School Improvement Plan Integration for Reform/Redesign Plans. (MDE)	School Improvement Plan Integration. (MDE). *While Focus Schools do not require specific plan models per legislation, they do utilize the SIP to address gap-related improvement efforts.*
	An external team that visits the school after reviewing all data and provides descriptive data on the instructional core from classroom observations and stakeholder focus groups. This data can then be used to revise the School Improvement Plan	School Improvement Review (For Title I schools, this may be funded through District Title I Set-Aside)	
	Each Priority school is assigned to SRO / MDE staff who are trained to facilitate and support rapid reform efforts such as those required of the Transformation or Turnaround Models. Staff conduct school visits periodically to review instructional practices, culture and climate considerations, and discuss plan initiatives and evaluation data to determine progress. Feedback and technical assistance support are provided to schools to support reform plan implementation.	Monitoring and Technical Assistance (MDE)	
	The School Reform Office is developing an online professional learning system for Priority school educators that is integrated with the monitoring process, but also provides access to online, job-embedded professional learning tools for teachers, instructional leaders, and	Online Professional Learning Communities for Priority Schools (School Reform Office / MDE)	

	administrators to provide strategy oriented learning tools and resources that are linked through collaborative communication tools to customize the learning experience for each educator and school staff. Resources provided are aligned to needs identified by monitors and supported through cross-office coordination of expertise within MDE and across the Statewide System of Support.		
	Review of SIP ensures that school reform plan or SIG plan elements are incorporated into the SIP and not stand alone documents. Avoids potential conflict between strategies and goals in separate plans, avoids duplication and reduces waste.	MDE Desk Review of SIPs (MDE)	MDE Desk Review of SIPs (MDE)
Safe and Healthy Students (Transformation requirement 10; Turnaround requirement 2)	Dropout challenge creates a safer, nurturing environment to mentor students at risk of dropping out.	Superintendent's Dropout Challenge	Superintendent's Dropout Challenge
	Culture and climate intervention focuses on created a safe environment for students to learn in, a healthy environment for teachers to teach in that is focused on meeting the needs of all students.	Culture/Climate Intervention (for Title I schools, this may be funded through the Regional Assistance Grant)	
Family and Community Involvement (Transformation requirement 10; Turnaround requirement 12)	Dropout challenge creates a safer and nurturing environment to mentor students at risk of dropping out.	Superintendent's Dropout Challenge	Superintendent's Dropout Challenge
	Online professional learning tools (as addressed above) will provide guided assistance and strategies for schools to engage families and community members in reform-related efforts. In addition, as the School Reform Office is also addressing specific issues of the achievement gaps for African-American students in Michigan, as well as considerations for English Learners, cultural resources and context-specific learning supports will be provided to help educators better engage with these students and their families and community. This includes use of the	Online Professional Learning Communities (MDE)	Online Professional Learning Communities (MDE)

	"Collaborating for Success" Parent Engagement Toolkit along with scaffolds for appropriate use by schools.		

The SEA's proposed timeline allows the District and its school(s) to obtain differentiated levels of support based on each school's status. Please refer to Section 2A for more information about the supports available to Priority schools.

MDE's Statewide System of Support is designed to build the capacity of School Improvement Team members to identify root causes of low student achievement through the collaboration and direction of the School Support Team. Through quarterly meetings with the building School Improvement Team, this School Support Team is also building the capacity of staff to monitor the implementation and impact of the School Improvement Plan. These activities can be continued after the school is no longer identified and the School Support Team is not assigned to the school.

Additionally, the various components that might be chosen that align with the school's needs will help develop skills and therefore increase the capacity of staff to:

- Implement research-based strategies;
- Deepen the knowledge of the Common Core Standards;
- Lead improvement initiatives;
- Use data to inform instructional decisions;
- Continue climate, culture, student engagement initiatives; and/or
- Implement new skills from job-embedded professional learning opportunities after the supports are no longer available.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

For a school to exit priority school status, they have to receive a Green, Lime, Yellow or Orange on the Accountability Scorecard at the close of their third year in the priority school intervention. In order to do this, a school must either meet aggressive proficiency targets, which are set in order for the school to obtain 85% of students proficient by the year 2022, or must have demonstrated significant improvement. This proficiency and/or improvement gains must be demonstrated not only in the all students group, but in each of the nine traditional ESEA subgroups as well as in the new bottom 30% subgroup.

This means that a priority school who achieves a Green, Lime, Yellow or Orange on the Accountability Scorecard and exits priority status has:

- Met all interim measurements of progress for priority schools (approved plan, leading and

lagging indicators).

- Met proficiency and/or improvement targets on average as a school.
- Increased the proficiency rate of all traditional subgroups
- Increased the proficiency rate of their very lowest performing students.

This means that achieving a Green, Lime, Yellow or Orange means that achievement gaps have been narrowed, because the school has to have demonstrated improvements in the lowest performing students, as well as in all demographic subgroups. It also means that the school has regularly increased their achievement as measured by percent of students proficient.

Additionally, using the Accountability Scorecard brings a nice coherence into the system—it eliminates the need for yet one more metric that schools have to be familiar with. They will receive an Accountability Scorecard during their years in the priority intervention, and will be able to track their progress and understand areas of weakness. Using a separate exit criteria would only make it more difficult for schools to know what they have to do in order to make sufficient improvements to exit priority status.

MDE proposes exit criteria for Priority schools that are based upon two categories of indicators that are designed to both guide and account for the changes that need to take place for rapid turnaround efforts. **Programmatic indicators** allow the reform plans for individual schools to be unique to the needs of the school while addressing common indicators of reform processes that are aligned to the School Improvement Grant reform models. These indicators utilize graduated outcomes that are developed collaboratively by MDE and the school reform team, set feasible yet rigorous expectations that are designed for rapid turnaround, clearly communicated to schools, and scheduled at a pace for implementation that is consistent with such rapid transformation. **Performance indicators** are common among all Priority schools, and are used to determine long-term outcomes for the reform/redesign plan of the Priority schools. The use of both types of indicators to determine progress for Priority schools ensures that schools implement a comprehensive reform plan and attain student proficiency goals during the process, including the overall improvement of student achievement and the narrowing of achievement gaps for sub-groups.

Programmatic indicators are divided into two categories. Leading quantitative indicators are used to determine early progress toward goals based on an initial data review by schools around issues of climate and student performance. All Priority schools must address ten common leading indicators in their plans and early implementation efforts, leading to partial achievement of these indicators in year one, and 80+% of indicators by year two of implementation. Implementation indicators are proposed by each Priority school during the initial reform/redesign planning process, drawn from a set of common, outcomes-based indicators. Details of the use of these indicators follow:

- ***Leading indicators*** - All Priority schools will work collaboratively with MDE to set annual targets for the ten leading indicators (listed in Table 13 on page 147). These indicators

address issues of policy, engagement, and school structure, and are commonly regarded as lead indicators for broader reform efforts at the building or district level. Targets are set based upon a two-year growth model toward state averages for these indicators at a minimum, or higher targets where appropriate based on the school's recent data for these indicators. Each indicator counts toward the metrics for progress in implementing the school reform plan, which is used to determine continued SRO oversight or transfer of the school to the EAA. Half of the target goals must be achieved by the end of the first year of implementation for each school.

- ***Implementation indicators*** – All Priority schools will identify a list of targeted implementation indicators that are aligned to the requirements of the SIG reform models that best represent the focus areas for their reform plans. Each indicator links to relevant evidence and outcome data, which are monitored by monthly visits from MDE consultants who are trained to support the needs of turnaround efforts. Schools must achieve full implementation on at least 50% of the indicators during the first year of implementation. Monitors will work with the Priority schools to support the alignment of school policy practices, selection of research-based instructional models, decisions about job-embedded professional learning design to support instructional and policy plan components, and other related efforts to the schools' reform plan.

  These indicators are linked to evidence-based outcomes at the time of selection and will be reviewed twice during the school year (at semester breaks) to review progress using an indicator based progress report. As a dynamic document, the progress report will be used by monitors to update observations and data gathered during the visits to provide information that can both guide the implementation or adjustment of the reform plans and provide data to determine the progress status for schools. These progress reports will be used by the SRO to make exit decisions to the Education Achievement Authority (EAA) during the three years of plan implementation by the schools, as well as for the final exit criteria for schools at the end of their plan implementation phase. Each Priority school's indicator selection will be reviewed annually to determine modifications to their reform plan based upon changes in progress, staffing, school/district policy, and other considerations that may adjust the objectives within the plan over time.

Performance indicators are utilized in years 3-4 for Priority schools, and are based upon student growth and performance in statewide assessments. These indicators are used in two ways to review progress of Priority schools. First, during the reform planning process in year 1, Priority schools review student data for all subjects and subgroups to determine curricular and sub-group based intervention strategies based on need, and to determine school proficiency targets (AMOs) for each subject and subgroup for each of the four years of plan development and implementation. These are used as targets to determine individual performance goals for the school for each of the four years, which are specifically used to determine scores used in the determination of satisfactory progress

(Table 5) for schools. In addition to student proficiency outcomes, other lagging indicators such as graduation rate, college enrollment rate, and percent of English language learners who attain English proficiency are reviewed to determine annual goals for use in the annual progress review.

Secondly, the performance indicators are used as minimum level benchmarks for progress during the three years of reform plan implementation. Schools must achieve Accountability targets each of these years to continue plan implementation (and to avoid recommendation for transfer to the EAA), regardless of their implementation efforts. These targets are required for all students in all subjects, as well as all relevant student sub-groups for the given school.

MDE recognizes that some of the reform efforts may take time to implement in ways that may not see the sizable gains in student proficiency required to meet Accountability targets every year, Priority schools may achieve "safe harbor" in performance indicators in one of the years of plan implementation. Safe harbor is defined as being in the 80+ percentile for improvement for a given year in the grade level and/or subject. This safe harbor benchmark does not apply to the final student proficiency level at the end of the four-year designation as a Priority school; they must meet the Accountability benchmarks established when the original reform/redesign plan is submitted and approved.

The Priority school exit criteria and timeline need to account for situational events that may cause a temporary lack of progress in implementing school reforms (i.e. an unanticipated departure of a building principal or similar major change), or may result in sudden demographic changes (i.e. merger with another school or grade realignment by building within a district) that could set back progress toward student proficiency targets. For this reason, Priority schools may be placed "on hold" for up to a year during the reform/redesign plan implementation. This hold would suspend the target goals of the programmatic and performance indicators during the year of the hold, and the school would work with MDE staff to modify or update the plan to accommodate the change required due to the event. At the end of that year, progress determination would resume using the programmatic and performance indicator targets from the previous year.

Exit criteria for Priority schools will be reviewed each year to determine if the school is making satisfactory progress, using these indicators. Semi-annual reviews of progress (or annual reviews of student performance data) will be used to determine inadequate progress. Such a determination will lead to recommendation for removal of the school from the LEA to the statewide Educational Achievement Authority (EAA). Schools placed with the EAA are not eligible to return to their local school district for at least five years, based upon exit criteria for the EAA).

- A Priority school needs to meet its Accountability targets after a year of planning and three years of intervention planning or be on track to meet their accountability targets in the Accountability Scorecard during the final year of intervention, and show significant improvement as reflected through reform plan implementation and a combination of leading

and lagging indicators.

- AMO targets have been adjusted to reflect new cut scores.
- Student growth, provisional proficiency, and safe harbor are all still available to schools to help them make Accountability targets. These are combined with other leading and lagging indicators and a set of identified practices based on each school's reform plan that are identified through implementation indicators aligned to the reform plan.
- During the three years of intervention, additional indicators related to plan implementation will be used to assess the progress of individual school's reform efforts, and ultimately, inform the decision for poorly performing schools to the EAA. These are identified in the table below. Individual progress indicators within each category are used to generate scores that are weighted according to the year of implementation as shown.

- This holds Priority schools accountable to move students toward proficiency at an escalated rate during their time in the Priority school intervention, while recognizing that implementation of the reform plan may not be immediately reflected in student growth because of ongoing transitions within the school.

- It sends the message that we hold equally high expectations for our Priority schools as we do for all schools.

Indicators of implementation and progress are weighted at different levels over the three years to allow for reform plan efforts to be reflected in student performance outcomes, and focus on leading indicators and implementation efforts during early efforts as a Priority school.

***Table 13*. Determination of satisfactory progress for Priority schools.**

Review Criteria	Year 0 (Planning Year)	Year 1	Year 2	Year 3
Leading Indicators: - Instruction time increases - Assessment participation rate - Dropout (and/or mobility) rate - Student attendance rate - Students completing advanced work - Discipline incidents - Course completion and retention - Teacher performance using eval. system - Teacher attendance rate	n/a	20%	20%	0%
Implementation Indicators: - Build leadership capacity - Teacher/leader evaluation process - Educator reward/removal process - Professional learning for staff	n/a	80%	55%	40%

- Recruitment/retention of staff - Data use to guide instruction - Quality instruction and differentiation - Increased learning time - Family/community engagement - Operational flexibility - Technical assistance partnerships				
Lagging Indicators: - % students in each proficiency level - Average scale scores - %ELL who attain English proficiency - Graduation rate - College enrollment rate - Improvement on leading indicators	n/a	0%	5%	10%
Student Proficiency and Accountability: - All Students - Race/Ethnicity Subgroups - Limited English Proficient - Students with Disabilities - Economically Disadvantaged - Bottom 30% (achievement gap)	Designated as Priority School	0%	20%	50%

Two sets of indicators are used to make decisions regarding the exit of a Priority school from SRO authority. Early decisions regarding an exit to the EAA may be made at the end of year one of implementation, or any point thereafter using the indicators from Table 5. These indicators are based on criteria specific to the school's reform plan, and to data identified by the school to identify leading indicator targets.

In addition to the progressive scoring using these indicators, a school must make Accountability targets after a year of planning and three years of intervention planning, or on track to meet their accountability targets in the Accountability Scorecard during the final year of intervention. Referring to Figure 32 on page 111, the proficiency targets for schools will vary depending on their initial proficiency level at 2012 (or the time of identification as a Priority school, if not currently identified as such) for each of the subjects and subgroups within their school. The AMOs vary over time, growing from the initial state to 85% proficiency by 2022. A school that is on track to make its Accountability targets at the end of the final year of intervention has progressed to meet the targets identified at three years out (to match the time of the implementation of the school reform plan). While they do not need to make this rising target every year during the implementation of their reform plan, they need to show enough growth to meet "safe harbor" requirements in the intervening years (years 1 and 2 of implementation). For instance, if a school is at 0% proficiency (School C on Figure 32) at the point of identification as a Priority school, they need to have approximately 25.5% of students at proficiency by the end of their third year of implementation, as this would be on track to achieve 85% by 2022. Similarly, if School B on the same chart were a Priority school, with 50% proficiency in 2012 in a given area, they would need to be at approximately 60.5% proficiency by the end of their third year of implementation. Interim years would not necessarily meet the linear growth targets for years 1 and 2 of implementation, but would need

sufficient growth for safe harbor during those two years. However, safe harbor in year 3 would only be an option if the school has made the AMOs in both years 1 and 2.

The scorecard's Accountability indicator is used as a final, critical decision at the end of the third year of plan implementation for Priority schools. Student achievement data from the final year of implementation are incorporated into the calculations for Accountability for schools each August. If, at the end of three years of implementation showing significant progress through implementation indicators, a school fails to achieve the three year Accountability target for student proficiency as described above, the school will likely be recommended for exit to the EAA, at the discretion of the School Reform Officer to address contextual issues for lack of achievement of these outcomes.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Using the Top-to-Bottom methodology identified above, we further identify Focus schools as follows:

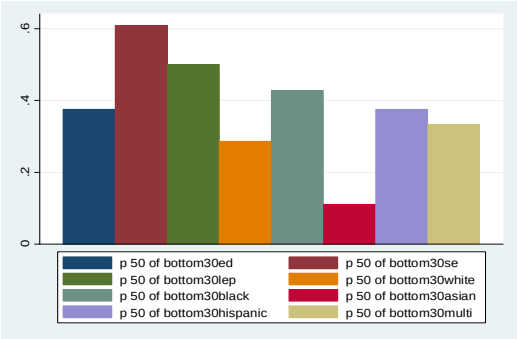
- Schools with the largest achievement gap, where achievement gap is defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students.
- MDE proposes that we redefine "subgroup" for the purpose of identifying Focus schools to be the bottom 30% of students, regardless of which demographic subgroup the student is in.

We feel this methodology is an improvement over using a solely demographic-based gap methodology because it allows us to target ***achievement gaps,*** which we believe is the relevant question. A pure demographic-based methodology allows for the low performance of students within those groups to be masked by higher performance of other students in those same groups, which means the lower-performing students will not be noticed and accurate supports will not be identified.

That being said, we have conducted extensive analyses of our bottom 30% subgroup and have found the following:

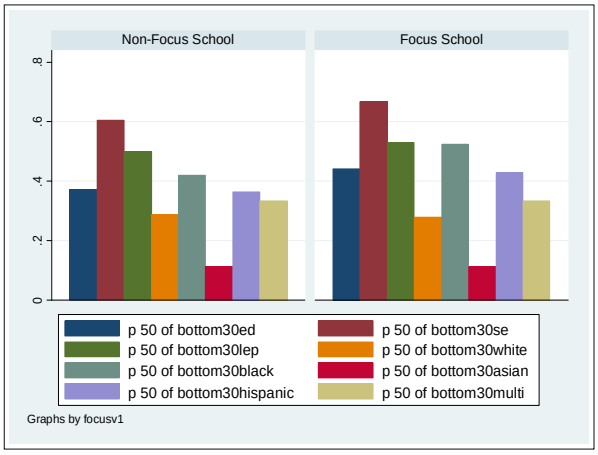
- The bottom 30% subgroup is comprised of the traditional ESEA subgroups. The chart below shows the average school composition of the bottom 30% subgroup. As can be seen, all ESEA subgroups are represented, with students with disabilities, limited English proficient students, black/African American students and economically disadvantaged students most commonly represented.

Figure 38. Average School Composition of Bottom 30% Subgroup



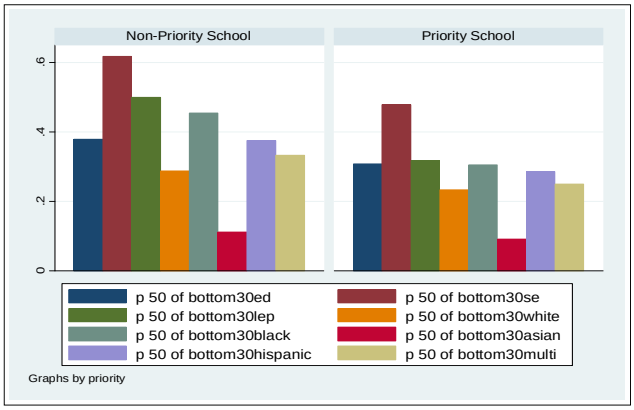
Examining the difference between Focus and non-Focus schools, we see that Focus schools have even higher concentrations of those student groups in their bottom 30% subgroup than non-Focus schools. This indicates that the Focus methodology is still detecting differences in achievement in traditional subgroups.

Figure 39. Comparison of Focus and Non-Focus School Subgroups in Bottom 30%



Interestingly, when looking instead at priority schools, we see that their bottom 30% subgroup is much more equally distributed than the focus schools. This indicates that we are indeed detecting a different type of school with the Focus schools methodology—schools where there are not only large achievement gaps in general, but where there are also large gaps between demographic subgroups.

Figure 40. Comparison of Priority and Non-Priority School Subgroups in Bottom 30%



Case Study

MDE's Focus schools strategy identifies schools which otherwise may not be identified using traditional subgroup methodology. As an example, here is a case study of Sunshine School. Sunshine School has 167 students, 115 of which are white. In the traditional ESEA subgroup methodology, they would only have had an economic disadvantaged subgroup (which includes 67 students); the 21 black students, 1 Native American student, 8 Asian students, 4 Hispanic students, and 18 multiracial students would not have been detected (as they would not have met the minimum n-size). Also, the 22 students with disabilities would not have shown up as a valid subgroup.

Using the Focus schools and the bottom 30% methodology, the bottom 30% subgroup consists of 50 students, including 12 black students, 1 Asian student, 3 Hispanic student, 23 white students, and 11 multiracial students, as well as 8 of the 22 students with disabilities and 29 of the 67 economically disadvantaged students. A couple of notes:

- This methodology actually brings to light 35 students who would not be detected using a demographic subgroup based methodology.
- In the economic disadvantage subgroup, 29 students are in the bottom 30%. However, if we were only using the economic disadvantaged demographic criteria, the higher performance of the other 38 students in the subgroup would likely have masked the lower performance of these 29 students.
- In the students with disabilities subgroup, all of those 22 students would have been hidden using a straight demographic methodology. However, in this methodology, the school is held accountable on the performance of 8 of those 22—the eight students who are lowest performing. This highlights the fact that the bottom 30% subgroup is not exclusively students with disabilities, and instead, the bottom 30% subgroup consists of the *lowest performing* students in those subgroups.

Stakeholders have questioned whether or not this methodology might result in a relatively high-performing school overall having a large achievement gap, where the bottom 30% subgroup is still relatively high performing. MDE believes it is appropriate to hold an overall high-performing school

accountable for having a large achievement gap because, as our core values state, we want to increase achievement and see growth in ALL of our students. Although a school may be doing relatively well compared to other schools in the aggregate, it is still a negative learning experience for those students who are left behind. At the same time, MDE recognizes that high-performing, high-gap schools will include some schools whose gap results from the deliberate juxtaposition of two populations as part of a strategic and demonstrably successful effort to accelerate the learning trajectory of the lowest achievers. Though the rapid improvement trajectory (for example, successful assimilation of refugee students into a general population) can be established, the high gap will remain indefinitely (because, for example, of fresh populations of immigrant students each year). In these cases, we have designed an exit path from the Focus School category called Good-Getting-Great (G-G-G) schools.

Good-Getting-Great schools will

- Receive written Good-Getting-Great designation from the state superintendent, upon determination by the Bureau of Assessment and Accountability that:
  - Their Top-to-Bottom ranking is in the 75th percentile or above (placing them in the bottom right quadrant of the chart in Figure 41), and
  - Their bottom 30% (though initially low-performing) is making rapid enough progress to achieve Safe Harbor status
- Be removed from future Focus School lists, even though their overall achievement gap warrants inclusion, and

Removal of Good-Getting-Great schools from the Year 2 and 3 Focus School lists (and subsequent lists, if continued) will result in additional schools being identified as Focus Schools in order to include a full 10% of schools with the greatest achievement gaps.

The support system of deep diagnostic data, facilitated professional dialogue and customized interventions will also identify the appropriate type of interventions and supports for other high-performing, high-gap schools. The school will still be held accountable, but not all interventions require transformative strategies; some will consist of holding steady what is working well while strengthening or deepening efforts with the particular low-performing population.

We also examined the relationship between the size of the achievement gap and the overall achievement level of the schools. Looking at Figure 41 below, we can see that there are relatively high achieving schools with very large gaps—but there are also high-achieving schools WITHOUT large gaps. Similarly, there are lower achieving schools with large gaps as well.

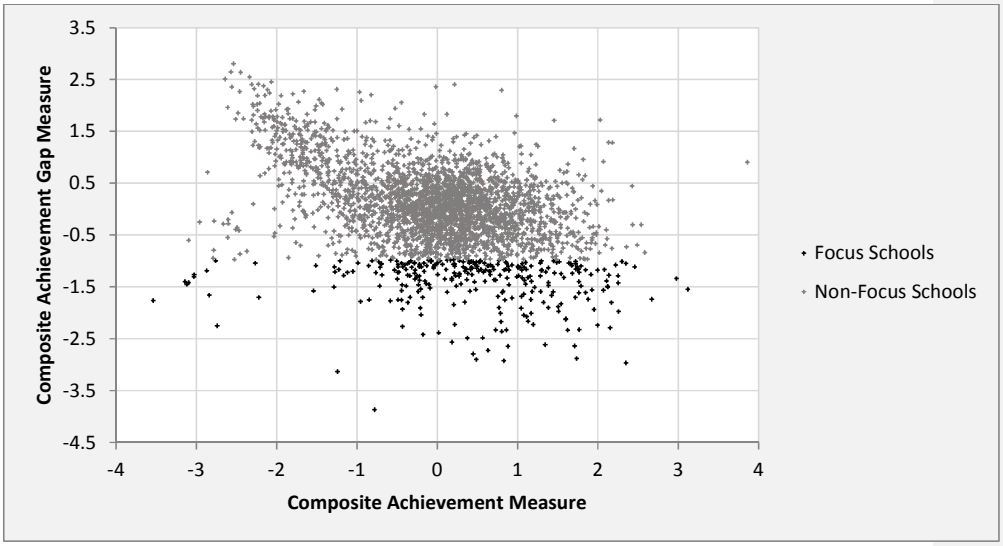


***Figure 41*. Distribution of Focus schools by achievement measure.**

One final concern about Focus schools that we have heard from stakeholders is that a low-achieving school may not be identified as a Focus school because it avoids a large gap—but it is in need of interventions and support. This is where the system of differentiated accountability works together. A very low-performing school will be identified as a Priority school; schools that are slightly higher than the bottom 5% but that are still low-performing will likely receive a "Red" on the Accountability Scorecard, which serves to put them on warning that their achievement levels need to increase in order for them to avoid the more substantial sanctions associated with Priority schools.

Focus schools are merely one of many methods in the system to identify schools in need of interventions and support, and will be a critical component to Michigan achieving one of our key goals—to close the achievement gap within schools and reduce the achievement gap statewide. This will only happen if we hold every school accountable for achieving success with all of its students.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus School Needs

Focus School interventions will be implemented Fall 2012 as shown in the timeline below.

MDE anticipates that the needs of Focus schools will differ widely, depending on the nature, size and reason for their achievement gaps. For this reason, the deep diagnosis (Data+Professional Dialogue) will lead to a broad timeline and menu of activities that will allow for customized intervention and treatment of local student performance issues.

At the same time, MDE expects that the customized interventions that result will be variations on the highly successful model of multi-tiered support systems which has achieved such well-documented success in Michigan where it has been faithfully implemented. Our experience with multi-tiered support systems is at a mature stage which allows us to rely on its effectiveness as our primary initiative for Focus Schools. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) – a multi-tiered model that combines Response to Intervention (RTI) for instruction and Positive Behavior Support (PBS) for behavioral interventions -- has funded 11 regional coordinators who manage technical assistance and training for over 600 participating Michigan schools. Evaluators tell us that in one example of a widespread Michigan initiative using a multi-tiered system of support, there is data supporting the following:

- Schools have demonstrated an average increase of 5% each year in students scoring at grade level based on Curriculum-Based Measurement reading assessments.

- Schools have demonstrated a 10% average reduction in the rate of major discipline referrals per year.

- Sampling of schools that implement positive behavior support with fidelity report 7% more students meeting or exceeding standards on MEAP reading component (this means approximately 25 more students per school achieve the standards)

- Schools have demonstrated an average reduction of 3% each year in students requiring intensive reading supports

- Between 2007-08 and 2008-09, schools decreased special education referrals and special education identification rates by almost 1% across the project.

We conclude that high fidelity implementation of the model reduces student need for intensive supports while increasing the number of students meeting reading standards. This approach also frees up school resources to better address the needs of students requiring intensive supports.

MDE has started development of a District Toolkit that will be a resource for districts that have schools identified as Focus Schools. Part of this toolkit, will be a needs assessment which will help districts diagnose where they are not giving their schools adequate support around the processes that support student achievement. This needs assessment will be based on MDE's district improvement

tools as well as the research and tools from the Center for Innovation and Improvement for their Academy of Pacesetting Districts work.

MDE's plan is to have these toolkits available by September 2012. At that time, we will provide technical assistance to districts on the use of this toolkit in the form of MDE-trained and paid-for District Improvement Facilitators (DIFs). With the assistance of their DIFs these districts will have one year to self-diagnose and self-prescribe changes in their supports to Focus Schools based on the resources in the toolkit. If there are schools in their district that continue to be identified as Focus Schools in the 2013/14 school year, these districts will continue with the 40 hours of MDE provided services of the District Improvement Facilitator who will conduct another data-based professional dialogue with particular focus on what needs to be put in place at the district level for better building support.

We look for stronger attention to be paid to student populations that are not performing adequately through stronger, more focused implementation of the tiered system of supports which has proved so successful when applied w fidelity. Based on feedback from stakeholders, we have also built checks into our proposed accountability system that would prevent schools from lowering the achievement of the top 30% of their students as a means of addressing the gap, rather than boosting the performance of the bottom 30%. Our structure for determining the Accountability Scorecard will ensure that all students must achieve well in order for the school to be on track toward its proficiency targets.

Table 14. Timeline for Focus School Interventions

Date	Action Step
No later than September 1, 2012 and succeeding years of focus school status	MDE publishes focus school list
No later than October 1, 2012 and succeeding years of Focus School status	MDE convenes technical assistance meeting with districts and school(s) staff to discuss next steps, requirements, and resources available MDE assigns trained District Improvement Facilitator to each district.
Between October 1 and January 30 of Focus School status	All districts participate in a structured, facilitated professional dialogue around their gap to explain the "story" behind the data, determine its root cause, and identify strategies capable of closing the gap. In preparation for revising their

	consolidated application to MDE, showing how chosen strategies will be implemented and , if in year 3 and 4 of identification and not having improved as determined by MDE, encumbering set-asides for eligible activities as directed by MDE, the teaching and learning priorities resulting from the dialogue are posted to the AdvancEd website.
Before the end of the second semester	District submits revised consolidated application and revised school improvement plan Focus schools begin implementation of strategies included in revised plan
At least one regional meeting during the school year	MDE convenes regional meetings to check progress with improvement activities and provide technical assistance
By June 30 of each school year	All focus districts and schools submit benchmarking reports to MDE and the local school board

Examples of Interventions

MDE has scoured the research on improving schools and believe that the most critical resource needed in Focus Schools is a multi-tiered system of support. The Tier One instruction must be rich and explicit and teachers must be able to provide scaffolding and differentiation to meet students' needs so that the achievement gaps among all students as well as subgroups of students is minimized. Student performance is dynamic and their access to additional tiers of support must be timely and systematic so that they can function in Tier One successfully. Successful implementation of a multi-tiered system of support requires that teachers are able to progress monitor all students in order to make effective instructional decisions if Tier 2 or Tier 3 interventions are required.

MDE will require districts to ensure that their Focus Schools have a robust multi-tiered system of support in place and that the teachers have the skills and abilities to implement such a system with fidelity. MDE has resources available to support teachers in this work and expects that the Title I district and building set-aside funding can support this work.

As MDE implements the Academy of Pacesetting Districts through the Center on Innovation and

Improvement, we are learning what processes and procedures need to be in place in order for districts to support all schools as well as struggling schools. The documentation that districts are developing is highlighting their need to be intentional in what they do to support their schools and not just reactive. This model is influencing our system of support to the districts with multiple focus schools. As part of our District Improvement Toolkit, we will provide guidance to districts in documenting their supports to Focus Schools as well as an assessment to determine their success in resource alignment.

In addition, MDE is working to coordinate multiple interventions and reform efforts into a thematic program of professional learning and support for school districts, schools, and individual educators around the topic of achievement gaps. These efforts will address general achievement gap considerations, such as narrowed instructional focus and differentiation of curriculum expectations, through interventions focusing on instructional practices that target these gaps, such as Universal Design for Learning (UDL), Instructional Differentiation, and policy practices including a focus on Beating the Odds schools. In addition, this program of professional learning will focus on those issues that are reflected in achievement gaps for minority student populations as a result of cultural bias or local and regional policy issues.
The School Reform Office will coordinate these efforts among the Office of Educational Improvement and Innovation, the Bureau of Assessment and Accountability, the Office of Professional Preparation, and the Office of Field Services, among others, to ensure that individual innovations or program efforts are aligned, when appropriate, to include in the thematic focus on achievement gap issues.

Just as we are holding Michigan schools accountable for delivering stronger results, we are raising the bar on our own agency outcomes as we build stronger supports for each and every learner in our state.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Once a school is identified in the Focus category, it will remain in Focus status for accountability purposes for three years beyond its initial identification year. The requirements and supports identified in section 2.A.i. may be conditionally suspended, however, if the school is not included in the second and subsequent years' Focus Group calculations.

To exit Focus status the school must:

- Following the end of Year 4, meet its Accountability scorecard targets (attaining Green, Lime, Yellow or Orange designation), including meeting the safe harbor target for the bottom 30% subgroup. (Accountability designation made in August following end of Year 3).

If a school fails to exit Focus status following the beginning of Year 4, they continue on as a Focus School and have the opportunity on a yearly basis to exit if they meet the Accountability criteria shown above.

The consistent exit criteria above will ensure that Focus Schools remain within the system of support (with its incrementally increased pressure to attain these results) until the conditions are met.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS (SEE ATTACHMENT 9)

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Ex. Washington	*Oak HS*	*111111100001*		*C*	
	Maple ES	*111111100002*			*H*
Adams	*Willow MS*	*222222200001*	*A*		
	Cedar HS	*222222200002*			*F*
	Elm HS	*222222200003*			*G*
TOTAL # of Schools:					

Total # of Title I schools in the State: _____
Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

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D-2. Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	

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2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

As described earlier in this request, all schools in Michigan will be ranked on a top-to-bottom list. Of those Title I schools not identified as Reward, Priority or Focus, MDE will take measures to ensure continuous improvement. The very fact that this ranking will be publically reported will be an incentive for schools to focus on increasing student achievement.

All Title I schools in Michigan will be expected to use Michigan's Continuous School Improvement Tools (MI CSI) to analyze its needs and determine the root causes of systems issues and learning gaps:

- MI CSI Tools
    - School Data Profile/Analysis
    - School Process Profile/Analysis
    - Goals Management in the School Improvement Plan

MDE has a robust building level School Improvement process, tools, training modules and a website that houses building's School Data Profile/Analysis, School Process Profile/Analysis and School Improvement Plan. Title I schools also have their Targeted Assistance and Schoolwide components housed on this website.

When schools use these MI CSI tools as a diagnostic for uncovering the root causes of systems issues and student achievement challenges, schools can then identify goals, measurable objectives, strategies and activities in the core content areas that have the greatest likelihood of increasing student achievement.

Michigan has identified many tools, resources and processes to support continuous improvement in all schools that Title I schools will be expected to use to improve student achievement:

- Common Core Academic Standards to ensure students' readiness for college or careers
- Michigan's READY Early Learning Program
- Modules to improve instruction available at no charge through Michigan Virtual University at Learnport
- Michigan's Teaching for Learning website for professional development in research-based instructional strategies and the use of data to inform instruction
- Michigan's Literacy Plan
- Michigan Online Resources for Educators for professional development in how to integrate technology into instruction of the Common Core Academic Standards
- Michigan's elibrary resources
- Michigan's School Data Portal
- Michigan's MORE technology portal
- Regional Data Initiatives
- Parent Involvement Toolkit

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- Participation in the Superintendent's Dropout Challenge to identify students at risk of dropping out of school and implementation of research-based supports and student level interventions to reduce the dropout rate
- Michigan's Online Professional Learning System (MOPLS) is a series of interactive learning programs designed to guide educators in recommending assessments for students and using assessment results to assist students who are struggling with concepts in ELA and/or math.

MDE has partnered with the Michigan Association of Intermediate School Administrators (MAISA) to develop units, lessons and resources based on the Career and College Ready Standards. These units range from Kindergarten to 11th grade in ELA and math. These resources are available online at no charge to teachers in English Language Arts and Mathematics.

Title I schools also have Technical Assistance from Office of Field Services consultants at the district level to address supports for the root causes. Title I schools will also receive technical assistance from the Office of Field Services, Special Populations unit consultants regarding English language learners and similar support from the Office of Special Education consultants regarding students with disabilities. Our work with a number of partner organizations extends MDE's capacity to help these schools develop strong, data driven needs assessments and school or district improvement plans.

For those schools not designated as "red," these supports will prove satisfactory. For those Title I schools designated "red," MDE will take a more active role. These schools will receive technical assistance from their regional educational service centers – RESAs - to ensure that the proper root causes are being addressed in appropriate research-based ways.

In 2012-13, during the first year of being designated "red" for a subgroup or overall (therefore not meeting Accountability targets), Title I buildings not meeting Accountability targets will be required to use their annual School Improvement Plan to address the needs of the identified subgroup. The consequences for Title I schools not meeting Accountability targets for the 2012- 2013 school year will include the following:

- Review and revise the existing School Improvement Plan to reflect the evidenced-based supports provided to those populations not meeting Accountability targets
- Review and revise the Consolidated Application to reflect the evidenced-based supports provided to those populations not meeting Accountability targets

During the second consecutive year that a Title I building is designated "red" (does not meet Accountability targets) for the same identified subgroup or overall, the building will set aside 5% of their building level Title I allocation to address the needs of the identified subgroup.

During the third and subsequent consecutive years that a Title I building is designated "red" (does not meet Accountability targets) for the same identified subgroup or overall, the building will set-aside 10% of their Title I allocation for at least one of the following options:

- to purchase data workshop services from ESA consultants or Schoolwide Facilitators to further identify root causes of the subgroup performance

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- to provide stipends to allow school staff to participate in diagnostic data work to identify root causes of subgroup performance
- to provide professional learning for staff to address root causes identified in diagnostic analysis
- to contract with a School Improvement Facilitator or Schoolwide facilitator to assist the school in revising and implementing School Improvement strategies focused on the identified subgroup

MDE has confidence in this array of supports, incentives and interventions because we see that the systematic school improvement cycle works in the vast majority of Michigan schools; what is missing in the remainder, we believe, is substantive and focused content for the school improvement planning. We have designed the Data Workshop specifically to bring the "Diagnostic Data Leading to Customized Intervention" factor described in our Theory of Action to the identified schools where achievement still lags so that they can use the successful school improvement cycle with more fidelity.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Throughout this document, supports for the various types of schools have been described. Additionally, MDE has compiled a list of resources available at no charge to all schools in Michigan, as described in the previous section.

Michigan schools annually assess themselves against the School Improvement Framework. The Framework consists of five strands, twelve standards, 24 benchmarks and 90 key characteristics that were supported by research as supports for continuous improvement in all schools.

The five strands are:

1. Teaching for Learning
2. Leadership
3. Personnel & Professional Learning

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4. School & Community Relations
5. Data & Information Management

As Michigan has developed resources for its schools, it has been purposeful in aligning all supports to the School Improvement Framework. Then, when schools look at their self-assessment, there are aligned resources that could support identified deficits. This chart compiles all of the supports mentioned in this document along with other MDE supports and demonstrates how they align with our School Improvement Framework.

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***Table 15*. Summary of recognition, accountability and support For Principle 2; alignment with the Michigan School Improvement Framework**

Strands of the School Improvement Framework					
School Type	**Strand 1** **Teaching for Learning**	**Strand 2** **Leadership**	**Strand 3** **Personnel and Professional Learning**	**Strand 4** **School and Community Relations**	**Strand 5** **Data and Information Management**
All Schools	*MI Comprehensive School Improvement Planning Resources* MI-Map Toolkit *MDE Career- and College-Ready Curriculum Resources* ASSIST for Teachers *Michigan Online Resources for Educators* Michigan's Electronic Library MDE's Teaching for Learning Framework *Michigan's Online Professional Learning System (MOPLS)*	*MI Comprehensive School Improvement Planning Resources* MI-Map Toolkit *MDE Superintendent's Dropout Challenge*	*MI Comprehensive School Improvement Planning Resources* MI-Map Toolkit	*MI Comprehensive School Improvement Planning Resources* MI-Map Toolkit *Parent Engagement Toolkit* MDE's READY Early Learning Program	*MI Comprehensive School Improvement Planning Resources* MI-Map Toolkit *Regional Data Initiatives* MI School Data Portal *MORE Technology Portal*
Title I Schools "red" on Accountability Scorecard	Math/Science Center Technical Assistance *Literacy Center Technical Assistance*	District Support *MDE Monitoring*	Data Workshop *Professional Development in "red" area/ subgroup(s)*		Data Workshop
All Priority Schools	*See All Schools above*	*See All Schools above plus:* Reform/Redesign Plan	*See All Schools above*	*See All Schools above*	*See All Schools above plus:* MDE Monitor

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School Type	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Title I Priority Schools	SSoS Content Coach *SSoS Restructuring Model* Extended Learning Time *MDE approved instructional model* *Surveys of Enacted Curriculum* School Improvement Review	School Support Teams *SSoS Instructional Leadership Coach* SSoS Culture/ Climate Intervention *District Improvement Liaison* District Support/ Monitoring/ Evaluation *MDE Monitoring* Possible state take-over if no substantial improvement after three implementation years	Professional development aligned to root causes *Training in components of Reform/Redesign Plan* SSoS aligned professional development	District quarterly reports to local school board *Expanded School Support Teams*	School Support Team monitoring School Improvement Plan implementation and student achievement at classroom level
Title I Focus Schools	Tiered system of interventions for identified groups *MDE approved instructional model* Teacher collaboration time *Surveys of Enacted Curriculum* School Improvement Review	*District Improvement Facilitator* District conducted Instructional Rounds *District Support/ Monitoring/ Evaluation of building SI Plan and processes* District Support/ Monitoring/ Evaluation of the building principal *MDE Monitoring of district support, the DI Plan and District Improvement Facilitators*	Professional development for effective instruction of identified groups *Professional development on implementation of tiered system of interventions*	District quarterly reports to local school board	Benchmarks for District Improvement Plan implementation and student achievement at building level
Title I Reward Schools	*See All Schools above*	*See All Schools above plus:* Increased flexibility in use of federal grant funds	*See All Schools above*	*See All Schools above* plus: Honored at MDE School Improvement Conference *Provide banners and/or certificates*	*See All Schools above*

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MDE has had success with its Title I schools no longer being identified after being in the SSoS for several years. However, there are also many Title I schools that have been in the SSoS for many years, some since 2006. Our building level supports have not been able improve their chronic low achievement. Many of these schools are now identified as Persistently Lowest Achieving schools. These schools have not benefited from a continuous improvement focus – they need rapid turnaround. This flexibility waiver opportunity has given us the opportunity to reexamine our SSoS, look at the research on improving achievement in low-performing schools and alter our approach to this important work.

This change in focus has led us to target intervention at a district level. Systemic issues have prevented many schools from implementing successful improvement efforts. By supporting district-level improvements, we hope to build consistency, capacity, and leadership across troubled systems, to ensure that all schools get the timely, effective resources they need.

Priority Schools: Supports and Interventions

MDE is taking a diagnostic approach to resolving school challenges, particularly when it comes to chronically low-performing buildings or those with significant achievement gaps. These schools will receive intensive, personalized support to ensure fast results. Specific information on this topic is provided in Section 2A.

We are most optimistic about the use of highly skilled District Intervention Teams (DITs) in districts with Title I schools that have been Priority Schools for a third year. As described, each district with a Priority School in Category/Year 3 or higher will be assigned a District Intervention Team. District intervention teams will work in Priority schools in Category/Year 3 to help revisit, revise and diagnostically deepen reform/redesign plans. These plans will be informed by data and guided by the following research-based district level competencies:

1. **Leadership that Combines Passion with Competence**. Superintendents, principals, other administrators, and even lead teachers effectively cultivate not only a sense of urgency but also a sense of possibility, built on demonstrated expertise among people in key positions and their commitment to continuous improvement.
2. **Clear, Shared Conceptions of Effective Instructio**n. The district identifies key ideas concerning effective instructional and supervisory practice, and works to establish them as a "common language" for approaching instructional improvement.
3. **Streamlined and Coherent Curriculum**. The district purposefully selects curriculum materials and places some restrictions on school and teacher autonomy in curriculum decisions. The district also provides tools (including technology) and professional development to support classroom-level delivery of specific curricula.
4. **Organizational Structures and Personnel that Embody Capacity to Teach and Motivate Adults**. The district maintains routines and structures within which adult educators (sometimes consultants) engage teachers and administrators in continuous improvement of instructional and supervisory practices. Coaching, observing, and sharing make it difficult for individuals to avoid the change process, and the push for adaptive change spurs resisters to leave their comfort zones or eventually depart from the district.

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5. **Patient but Tough Accountability**. The district develops tools and routines for monitoring teaching practices and learning outcomes, targeting assistance where needed, and sometimes replacing teachers or administrators who fail to improve.
6. **Data-Driven Decision Making and Transparency**. Teachers and administrators analyze student performance for individuals and summarize data by grade level, special education status, English as a second language status, race/ethnicity, and gender. The district publicizes strategic goals for raising achievement levels and reducing gaps, and tracks progress in visible ways. Administrators identify, examine, and often emulate practices from successful schools.
7. **Community Involvement and Resources**. The district engages a range of stakeholders, including school board members, local businesses, and parents, to do their part toward achieving well-formulated strategic goals.

At a minimum, the Intervention Team will consist of:

- A district representative that also sits on the School Support Team (see below);
- An individual with district business office experience;
- An individual with knowledge in curriculum and instructional practice;
- An individual with school improvement or turnaround experience;
- An individual from a postsecondary institution; and
- Any other individual the superintendent of public instruction or state feels will contribute to the effectiveness of the Intervention Team's work.

The Intervention team will begin its work by conducting a review of the district's capacity to support rapid individual building turnaround efforts. At a minimum, the Intervention Team will address the following areas:

- District business practices, including but not limited to:
    - Human resource policies and practice
    - Contracting policies and procedures
    - Procurement policies and procedures
- District support of instructional programs
- District support of building principals
- District communication policy and practice
- Assist with writing the District Improvement Plan

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School Support Teams

Each Title I Priority School will receive a School Support Team (SST) as defined in Title I, Part A, Section 1117(a)(5). In addition to the statutory membership requirements, the SST will include an individual from a school with similar demographics that the SEA has recognized as "Beating the Odds."

The SST will provide technical assistance to the Priority School to select the appropriate intervention model. The support team will:

- Attend a data-based Professional Dialogue with Priority School staff and conduct a needs assessment using MDE's Comprehensive Needs Assessment (CNA). The CNA in conjunction with other data will identify the root causes of low student performance.
- Use the results of the needs assessment to help the Priority School choose a Reform and Redesign Plan /intervention model that best meets the school's needs and choose the components of the Statewide System of Support that aligns with the chosen plan
- Incorporate the elements of the Reform and Redesign Plan into the revision of the School Improvement Plan

The SST will monitor the school's implementation of the School Improvement Plan through a minimum of four quarterly meetings with the building School Improvement Team.

An MDE-trained and appointed Intervention Specialist will make sure that the components of the Reform and Redesign Plan/selected intervention model are being implemented as written and that benchmarks are being met.

MDE will approve or disapprove all Reform and Redesign Plans and perform a desk audit on a sample of District and School Improvement Plans to determine the revisions include the components of the Reform and Redesign Plans.

Accountability

LEA Accountability

LEA central office staff will meet regularly with the Reform/Redesign school liaison from the Priority school. Regular updates will be presented to the LEA school board. As noted previously, the Reform/Redesign liaison will be responsible for monitoring and evaluating the Reform and Redesign Plans/intervention model. The LEA will also be responsible for submitting biannual monitoring reports to the SEA.

State Accountability

MDE will ensure that biannual monitoring and evaluation reports are submitted as required. MDE will also randomly sample school improvement plans for alignment with the needs assessment, the approved reform and redesign plan, and implementation of career- and college-ready standards.

As noted previously, Michigan statute requires a State School Reform Office to oversee the submission and approval of Reform and Redesign Plans, under the auspices of the State Reform Officer. In addition, MDE will randomly sample Priority Schools' improvement plans for alignment with their needs assessments and the implementation of career- and college-ready standards.

If LEAs are unable to provide sufficient technical assistance and support to its Priority Schools so that they are no longer identified as Priority Schools after three years of Reform and Redesign Plan implementation, these schools may be placed in the Education Achievement System under the supervision of the Reform and Redesign Officer who administers the state's Reform and Redesign School District as described in Section 1280c of Michigan's Revised School Code.

Priority School Funding

Priority schools have flexibility in leveraging Title I set-aside funds through the following mechanisms:

Intervention Team Funding

MDE currently utilizes a portion of its 1003(a) funds to support an initiative that focuses on instructional leaders with emphasis on a coaching model. MDE has granted these funds to a third party (Michigan State University) that administered the programming through a fellowship program supporting administrators and their building leadership teams (The Michigan Fellowship of Instructional Leaders).

MDE intends to shift its focus toward the district level. This will necessitate a paradigm shift from a strict professional learning model and to a more directive approach in the form of the Intervention Specialists and District Intervention Teams. The Fellowship of Instructional Leaders will cease to exist in its current form and MDE's designee -- likely Michigan State University (MSU) -- under direction from the state, will be responsible for developing and training the Intervention Specialists and Intervention Teams.

MDE's designee – likely MSU -- will hire, employ and supervise the Intervention Specialists and Intervention Teams under the direction of MDE.

School Support Team Funding

School Support Teams are funded through grants to Regional Educational Service Agencies via MDE's Section 1003(a) 4% reservation for schools in improvement (as waived to be used for Priority and Focus Schools).

Funding for Priority Schools

Title I set-asides will be required to support Priority school interventions, as described in Section 2A.

Funding to Priority Schools: 1003(a) Funds

Regional educational service agencies will use 1003(a) funds to support needs-based supports for Priority Schools. As noted previously, the Intervention Team (LEA level) and School Support Team will assist the Priority School in selecting the supports as detailed in the plans for the Reform and Redesign plans/selected intervention model. These supports may include:

- School Support Teams (REQUIRED)

- Instructional Content Coaches
- Supports to address cultural and climate issues, use of time analysis and issues, and cultural relevant teaching issues, as needed.
- Restructuring/Turnaround services through third party vendors (screened/hired by the RESA)
- Professional development (supplements the professional development funds granted directly to LEAs as outlined below)

MDE will also grant 1003(a) dollars directly to the LEA to fund targeted professional development that supports implementation of the Reform and Redesign Plan/intervention model.

Focus Schools

For districts with Focus Schools, MDE will provide a toolkit, based on Michigan's improvement process and tools as well as the resources provided by the Academy of Pacesetting Districts so that the district may assess its capacity to support its Focus School. For Title I schools, MDE will also provide 40 hours of consultation with an MDE-trained and funded District Improvement Facilitator to assist the district in preparing to conduct required data-based professional dialogues that will identify strategic intervention plans.

These districts will be required to report to their school boards quarterly on the results of its self-assessment and its ensuing support of its Focus School. This toolkit will be developed in the summer of 2012 by MDE School Improvement staff who have been trained by Center of Innovation and Improvement in Center for Innovation and Improvement's Academy of Pacesetting Districts.

Supports and School Accountability

~~For districts with Focus Schools identified for three years, the district will purchase with its Title I set-aside funds the services of an MDE-trained District Improvement Facilitator (DIF) with central office or related experience to provide technical assistance to central office and the school board in order to assist them in providing more effective support to their Focus Schools through:~~

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For districts with identified Title I Focus Schools, MDE will provide the services of a trained District Improvement Facilitator (DIF) with central office or related experience to provide technical assistance to central office and the school board in order to assist them in providing more effective support to their Focus Schools through:

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- Guiding them in how to conduct a needs assessment using MDE's Comprehensive Needs Assessment and the school's individualized Data Wall to identify the root causes of low student performance that could be improved by district support
- Revising the District Improvement Plan to incorporate supports to the Focus School(s.)
- Setting district-level benchmarks for the support of Focus schools
- Monitoring and Evaluating the Focus Schools' Improvement Plans and district-level benchmarks providing a structure of differentiated supports to all students, focusing on the lowest performing student subgroups.

Additionally, during each year of Title I Focus School identification, MDE's District Improvement Facilitators will provide documentation to MDE to confirm that:

- The Teaching and Learning Priorities uploaded into the online ASSIST data collection diagnostic are reflective of the school's data analysis of the bottom 30%
- The Teaching and Learning Priorities are documented in the Focus School's School Improvement Plan and clearly address the needs of students in the bottom 30%

LEA Accountability

The LEA will monitor and evaluate the School Improvement Plans of their Focus Schools and provide quarterly progress reports to their school board. The LEA will also implement the recommendations of the District Improvement Facilitator. ~~Biannual~~ Quarterly reports of progress will be submitted to the SEA through the Grant Electronic Management System (GEMS)..

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MDE Accountability

MDE will ensure that ~~biannual~~ quarterly monitoring reports are submitted as required and ensure that the Teaching and Learning Priorities resulting from the data analysis of the bottom 30% are incorporated into the Focus Schools' School Improvement Plans. The DIFs will be on-site to do this for the Title I Focus Schools. An MDE team will confirm that the Teaching and Learning Priorities are incorporated into non-Title I Focus Schools' School Improvement Plan through a document review and onsite visits to a minimum of 5% of non-Title I Focus Schools to review the documentation with the School Improvement Team and their central office representative. ~~.~~ MDE will randomly sample District Improvement Plans for alignment with the needs assessment and support of Focus Schools. In addition, MDE will meet bimonthly with the District Improvement Facilitators' Coordinator to check on LEA progress.

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Focus School Funding

Focus Schools have flexibility in leveraging Title I set-aside funds as described in Section 2A.

Funding for the Focus School: Section 1003(g) School Improvement Funds (SIG)

If funding allows, MDE intends to use Section 1003(g) dollars for Focus Schools after 2014 when the last round of SIG grantees have completed their three-year grant cycle. MDE plans to expand the Regional Assistance Grant to regional educational service agencies to support the Focus schools. The service agencies will offer the same types of supports and services as planned for Priority schools. This will include the use of School Support Teams. Following the same process used for Priority schools, the School Support Teams will assist the Focus school in determining where their needs lie, as based on achievement data and the results of the Comprehensive Needs Assessment (CNA). These supports may include:

- School Support Teams (REQUIRED)
- Instructional Content Coaches
- Supports to address cultural and climate issues

- Restructuring/Turnaround services through third party vendors (screened/hired by the regional educational service agency)
- Professional development

Improving MDE and School Capacity

MDE will build its capacity because it will have a better sense of the performance of all schools due to the dual identification of the Top-to-Bottom list and the identification of the largest gaps. This will allow MDE to better provide services, tools and products to meet the needs of schools.

The LEAs with Priority schools will build their capacity to understand how to use MDE's School Data Profile/Analysis, School Process Profile/ Analysis and Goals Management to identify root causes of why schools are not achieving. In collaborating with the regional educational service agency consultants on School Support Teams, LEAs will build their collaboration skills, planning skills, monitoring skills and evaluation skills. Identifying which components of the Statewide System of Support best meets the needs of its Priority schools has the potential of building the LEA's capacity to form partnerships with the providers of the components.

The LEAs with Focus schools will build their capacity to understand how to use MDE's District Data Profile/Analysis, District Process Profile/ Analysis and Goals Management to identify the root causes of where their district falls short in being able to support a school with large achievement gaps. The District Improvement Facilitator will spend a minimum number of days with central office staff to build their capacity related to many core leadership functions, including how to:

- Identify priorities;
- Remove barriers to effective teaching and learning;
- Meet the professional development needs of teachers;
- Use the evaluation system to focus on instructional improvement; and
- Monitor and evaluate school improvement plans.

With the support of their central office and the District Improvement Facilitator, ~~S~~schools will build their capacity to make the connection among student achievement data (summative and formative,) school demographic data, school process data, school perceptual data and what they do with students in the classroom. Schools will increase their capacity to monitor the implementation of school improvement plans and the impact of this implementation on student achievement.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Local Teacher and Principal Evaluation Guidelines

MDE believes in improving the quality of teaching, of leadership at the building and district levels, and also believes in rewarding excellence in our educators and enhancing the professionalism of teachers in our state.

Our Theory of Action → Principle Three

If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- **Consistent implementation of career- and college-ready standards**
- Rapid turnaround for schools not meeting annual measurable objectives (AMOs)
- Reduction in the achievement gap
- Reduction in systemic issues at the district level
- **Improvements to the instructional core**
- Better understanding/utilization of data
- **Improved graduation and attendance rates**
- **Building of/support for effective teaching**
- **Building of/support for school leadership capacity**
- Effective accomplishment of responsibilities by district leadership

As outlined in our theory of action, educators working in tandem with students, bolstered by a system of accountability and supports, are key elements in allowing Michigan to reach our goals of career- and college-readiness for all students and a reduction in the achievement gap around the state. To support this work, MDE has been engaged in systematically implementing educator evaluations statewide, in efforts that include legislation, locally-driven initiatives, and initiatives supported by MDE. These efforts will eventually result in Michigan having a statewide evaluation model not only for teachers, but also for administrators. It is important to note that MDE specifically extends responsibility and evaluations beyond the principal and into central office leadership, believing that quality education practices must be evident at all levels of the organization.

As MDE works to develop a statewide evaluation model, we are simultaneously implementing locally-developed evaluation systems, which provide for a laboratory of ideas and opportunities for piloting local initiatives, and also ensure that we begin changing the quality of instruction and educational leadership in Michigan *immediately*.

Educator Evaluations: Legislative and Policy Background

In 2009, Michigan passed legislation requiring annual educator evaluations that included student growth as a "significant part," the results of which are used to inform decisions about promotion, retention, placement and compensation. These evaluations were specified to begin during the 2011-2012 school year. Michigan's LEAs immediately began preparing to implement this legislation, and are now in the midst of the ~~first~~ third year of implementing these locally-developed annual educator evaluations for all teachers and administrators. For the ~~first time~~ third school year, every single one of Michigan's educators will be evaluated using measures of student growth, and the results of these evaluations will be reported into MDE's data systems.

One issue with the original legislation was that it did not standardize the process across districts, in order to ensure both a standard of quality and continuity in ratings. To address this shortcoming, the Michigan legislature revisited the original statute in the summer of 2011 and revised it in order to

introduce more standardization and comparability into both the educator evaluation system and the ratings produced by this system.

This legislation now provides MDE with a statutory template for implementing a statewide system of teacher and administrator evaluation and support systems. This legislation serves as MDE's educator evaluation guidelines.

In the summer of 2011, the Michigan legislature substantially revised the laws regarding tenure and the promotion and retention of teachers. Among other things, Michigan educators now earn tenure based solely on effectiveness, and all promotion and retention decisions must be based on effectiveness as well, with the time in the profession or the school no longer taken into consideration.

Michigan ~~is~~ was one of few states implementing annual educator evaluations that include student growth as a significant portion in the 2011-2012 school year, due to its proactive and aggressive legislation. We believe this is a strength for us, even though the evaluations systems differ across districts. We do know, however, that districts have been having critical conversations with stakeholders, designing observation rubrics, looking for solutions to integrate growth, developing local assessments, partnering with foundations or other nonprofit enterprises in their area, and collaborating with each other as they work to develop a system that is fair and that meets the criteria of the original law. To support this, MDE hosted two statewide Educator Evaluation Best Practices conferences in 2011 and 2012 focused on student growth, in order to help the field come together and share their best practices with each other.

Resources & Final Guidelines

One of the key elements of the second round of educator evaluation legislation was the creation of the Michigan Council on Educator Effectiveness (MCEE), a two-year appointed body tasked with the creation of a statewide evaluation model for both teachers and administrators. MDE is excited about the opportunity afforded by MCEE.

MCEE consisted~~s~~ of three members appointed by the Governor, including Deborah Loewenberg Ball (dean of the University of Michigan School of Education), Mark Reckase (professor of Measurement and Quantitative Methods at Michigan State University) and Nicholas Sheltrown (director of measurement, research and accountability at National Heritage Academies in Grand Rapids). The council has two additional members appointed by the Senate Majority Leader and Speaker of the House, respectively; David Vensel, the principal of Jefferson High School in Monroe, MI, and Jennifer Hammond, principal of Grand Blanc High School. Finally, MCEE includes a designee of the Superintendent of Public Instruction as a non-voting member; this individual is Joseph Martineau, ~~Executive Director of the Bureau of Assessment and Accountability~~ Deputy Superintendent of the Division of Accountability Services for the MDE. The statute required that the members of the Council have expertise in psychometrics, measurement, performance-based educator evaluation models, educator effectiveness, or development of educator evaluation frameworks in other states, and the

selected Council is well-qualified and highly respected in these fields.

MCEE meets regularly, and has begun the critical task of determining the key elements of a statewide evaluation system. When completed, the Council will reported these recommendations to the Legislature, the State Board of Education, and the Governor. MDE will seek to adopt these guidelines and recommendations at the time that they are completed by from the Council to ensure that Michigan has a high-quality system of educator evaluations that has similar rigor statewide, as well as seek legislative change consistent with these recommendations for Michigan's statewide educator evaluation system.

MDE recognizes that the is work to develop statewide educator evaluation will take time, and that in the interim, districts are will still be required to implement locally-developed components in some areas of the evaluation systems. Therefore, as Michigan is continuing to build the full statewide educator evaluation system, based on the best practices and research within the state and nationwide, and the eventual elements of the system the Council will recommended, MDE is and will support the work of MCEE through multiple means, including the development of resources to support districts as they implement their local systems, and regular communication with the field regarding the ongoing work recommendations of the MCEE..

What will be is included in the final guidelines?

MCEE will developed in its Final Report in July 2013 a series of recommendations for a statewide evaluation system. Given that MCEE is still engaged in its work, the exact recommendations are unclear at this point. However, it is clear that Tthe recommended statewide system of evaluations will included several statutorily-required elements:

- A Sstatewide student growth and assessment tools that includes a pre- and post-test, and that will be able to be used for all content areas, apply to student with disabilities, and measure growth for students at all achievement levels[14];
- A state evaluation tool for teachers;
- A state evaluation tool for administrators;
- Recommendations for what constitutes each effectiveness rating for determining the overall rating based on student growth and the observation/professional practice tool, and
- A clearly defined application/waiver system by which local evaluation systems can be approved as equivalent to the statewide system.

MCEE's Interim Report, released on April 27, 2012, provides greater detail on guidelines. We provide a copy of this report in the appendix. MCEE's Final Report (Building an Improvement-Focused System of Educator Evaluation in Michigan: Final Recommendations), released in July 2013, provides greater detail on the recommendations. A copy of this final report is provided in Attachment 15.

Teachers of students with disabilities

Michigan's current legislation on educator evaluation makes clear two main principles: 1) that the student growth and assessment tool that will be recommended by the Council must include assessments that can be used with students with disabilities and 2) that the statewide evaluation system must be able to be used to evaluate teachers of students with disabilities. We acknowledge the need for high standards for student growth for students with disabilities, and also acknowledge the need for some
flexibility in how that growth is defined and measured. The statewide educator evaluation system will require utilization of ~~e~~ growth data from state assessments for all students in grade levels and content areas where these state assessments are available.

Michigan's educator evaluation law requires that every educator be evaluated annually, using student growth data as a significant part. This means that each teacher is responsible for the growth experienced by students in his or her classroom, regardless of whether they are students with disabilities or ELLs. Through our Teacher-Student Data Link, we have provided districts with lists of every teacher in their district, with all students for whom they were the teacher of record for some class, and their relevant assessment data, attached. Districts must apply local rules regarding student attribution, attendance, etc., to that file, and can then integrate those growth data into the teacher's evaluation. We have also developed a tool to help them analyze these data and determine the average weighted growth index of students by each teacher, school and district (where more growth receives a higher weight and declines receive a lower weight). At the present time, the growth data that can be provided from state assessments is limited to reading and mathematics in grades three through seven, both on the MEAP and the MI-Access (Functional Independence). We have also provided districts with student results from the English Language Proficiency Assessment (ELPA), linked to their teacher of record, and a district can choose to factor those data into a general education teacher's evaluation. Based upon the MCEE recommendations and proposed legislative change, the available state assessments available for growth, as well as the level of support and technical assistance provided by the state to the districts in calculating growth using statewide assessments and linking student and teacher data would be significantly expanded.

MDE Support for Implementation

As MDE adopts the Smarter Balanced Assessment Consortium assessments and develops additional interim benchmark measures, more growth data from state assessments will be available for use. MDE will support what is specifically required in the legislation, and will base its supporting resources on best practices from the field and from nationwide research, and will also use the MCEE recommendations as a guide.

Our resources will support:

- Integration of student growth from state assessments into evaluations (offering ways to evaluate local and national assessment tools for their ability to measure growth);
- ~~Development~~ Selection of a~~n~~ statewide observation/professional practice tool for educators

(separate tools for teachers and for administrators) protocol (steps involved, quality checks necessary, how to evaluate the tool for appropriateness);

- Important Required elements of training for all evaluators, including required re-training after a specified number of years and when needed to improve observation quality and accuracy. For this for the statewide educator evaluation system for districts that apply for a waiver to use a local observation tool, we will use the Measures of Effective Teaching findings as well as partner with organizations like the Michigan Education Association to help districts identify the key, required elements of a high-quality training program for their evaluators;
- Develop guidelines withInclusion of suggestions, ideas, and cautions for developing final metrics that combine multiple measures.

MDE reiterates that these resources are developed and provided to support our districts while the Council continueds its work to produce the final recommendations report in July 2013; These resources will provide an intermediary step in helping to introduce consistency across district systems until the new statewide educator evaluation system is launched.

MDE plans to leverage two sources when developing resources:

- State legislation regarding the requirements of the statewide evaluation system in order to align the interim guidelines with the final requirements; and
- The Michigan Framework for Educator Effectiveness. The Framework is a model for educator evaluations that was collaboratively developed in support of the MDE's Race to the Top Round Two application by the Michigan Education Association, the American Federation of Teachers-Michigan, the Michigan Association of Secondary School Principals, and the Michigan Elementary and Middle School Principals Association. This Framework focuses individual evaluations on both the extent to which the individual achieves personal goals as well as group goals, and encourages the use of multiple measures of student growth and achievement. While the Council produces final recommendations for the statewide evaluation system, the Framework represents a currently available, collaboratively developed conceptual model for conducting evaluations, and can be used to support districts in the interim until the statewide evaluation system becomes available.

Below is a graphic that helps illustrate the interplay between MDE's resources and the final guidelines and statewide system developed via the current legislatively-outlined process:

***Table 16*: Educator Evaluation Tools and Timing.**

School Year	Evaluation System/Guidelines	% of Evaluation Based on Student Growth and Achievement Data
2011-2012	Locally determined Educator Evaluation Systems	"significant part"
2012-2013	Locally determined Educator Evaluation Systems	"significant part"

2013-2014	Michigan Council Evaluation Tool implemented;	25%
2014-2015	Michigan Council Evaluation Tool	40%
2015-2016	Michigan Council Evaluation Tool	50%

How the state's guidelines are likely to lead to the development of local teacher and principal evaluations and support systems (specific response to questions addressed in Principle 3A guidance)
Michigan's educator evaluation legislation is some of the most aggressive and significant in the nation, especially with the 2011 revisions to the original 2009 law. This law provides us with information about what the statewide evaluation system will include, even though specifics are still under development ~~by the Council and~~ via the legislatively described process using the MCEE recommendations as a guide. (MCL 380.1249, subsection 6 states, "It is the intent of the legislature to review the report submitted by the governor's council on educator effectiveness under subsection (5) and to enact appropriate legislature to put into place a statewide performance evaluation system taking into consideration the recommendations contained in the report.") ~~Therefore~~Based upon this, we ~~know~~ anticipate that the statewide educator system will:

- Be used by ALL districts statewide.
- Be based on results of the pilot from the 2012-2013 school year.
- Be based on the recommendations of the MCEE in the July 2013 Final Recommendations Report.
- Be used for continual improvement of instruction. The statute specifies that "the annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator... in consultation with the teacher, that would assist the teacher in meeting those goals" (PA 102, (2)(a)(iii). Additionally, Michigan's new tenure laws (passed in conjunction with this evaluation legislation) require that decisions related to promotion, retention, placement, and tenure be based solely on effectiveness, not length of service. This provides a high-stakes reason for educators to use the results of their annual evaluations to improve instruction, as there is now an incentive/consequence structure attached to these efforts.
- Differentiate performance using four performance levels. The statute requires that educators receive one of four ratings: ineffective, minimally effective, effective and highly effective (PA 102, (2)(e) for teachers and (3)(e) for principals and other school administrators.
- Use multiple valid measures, including a significant factor on student growth. **These measures will include student growth as provided in state administered assessments.**
    - The legislation requires that evaluation systems will include student growth assessment data as a significant factor. The current legislation requires the following:
        - 2013-2014: 25% of the annual year-end evaluation based on student growth

and assessment data.

- 2014-2015: 40% of annual year-end evaluation based on student growth and assessment data.
- 2015-2016: 50% of annual year-end evaluation based on student growth and assessment data.
- The proposed legislation based on the MCEE recommendations requires 25% of the annual-year end evaluation be based on student growth and assessment data in the 2014-15, 2015-16, 2016-17, and 2017-2018 school years. During the 2018-19 school year, at least 50% of an educator's evaluation must be based on student growth and assessment data.
- The proposed legislation based on the MCEE recommendations also requires for teachers in core content areas for which there is growth data available from state assessments, at least 50% of the teacher's student growth component should be based on state-provided value-added estimates.

- For teachers, the legislation requires that evaluation systems include, at a minimum: student growth and assessment data and multiple classroom observations by trained observers. Additionally, the MCEE recommendations specified that when possible, at least one of the teacher's observations should be completed by a qualified, trained observer who has expertise in the subject matter/grade level or specialized responsibility of the teacher (e.g,. special education)
- For administrators, the legislation requires that the evaluation systems include, at a minimum: student growth data (aggregate student growth data used in teacher evaluations), a principal or administrator's proficiency in evaluating teachers, progress made by the school or district in meeting the goals set forth in the school's school improvement plan, pupil attendance, student, parent and teacher feedback, and other information considered relevant [PA 102, s(3)(c)(i-iv)].
- Requires that all student growth and assessment data shall be measured using the "student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the Michigan Council" [PA 102, (2)(a)(i)]. Since the "student growth assessment tool" is required to provide a way to assess all students in all grades, including students with disabilities and English language learners, student growth data for all students is ~~will be included~~ required in the statewide educator evaluation system.

- Include a process for ensuring that all measures of student growth that are included in the statewide educator evaluation system are valid measures, including those used by districts who apply for a waiver to use a locally-developed evaluation system for teachers and administrators.
  - ~~The Michigan Council must recommend a "student growth and assessment" tool that can produce valid/reliable measures of student growth for use in evaluations.~~
  - The Council ~~must also~~ recommended a detailed waiver application process for approving local evaluation tools for teachers and principals.

- ~~MDE will strongly urge~~ T~~t~~he Michigan Council ~~to~~ also recommended that MDE be given a legislative mandate to monitor evaluation systems to ensure compliance.

- Define a statewide approach for measuring student growth in grades and subjects that are not currently tested.
  - The clear intention of the legislation is that MDE will expand its portfolio of state assessments to provide growth data in all grades and subjects; or will expand its portfolio of approved national or local assessment tools that can be validly used to determine growth in all grades and subjects. MDE is currently developing interim assessments, which will be phased-in operationally over the 2014-15 through 2017-18 school years.
  - **Michigan is currently a governing state in the Smarter Balanced Assessment Consortium, and will adopt all assessments developed via that collaboration.**
  - ~~MDE is implementing Explore and PLAN on a pilot basis to participating districts to provide growth data in high school that are aligned with the ACT (which is part of MDE's high school assessment).~~
- Require that teachers and ~~principals~~ administrators be evaluated on a regular basis:
  - The statute requires annual evaluations for all educators.
  - The statute also requires multiple classroom observations, which means the evaluation system will, at a minimum, have to give teachers feedback at two or more time points throughout the year.
  - For provisional teachers, as well as teachers who have been rated as ineffective, a midyear progress report is required.
  - The legislation that is already in place and that governs the evaluation work in 2011-2012 ~~and~~ 2012-2013, and 2013-14 requires that all educators be evaluated annually.
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

  As stated previously, the statute requires that "the annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator... in consultation with the teacher, that would assist the teacher in meeting those goals" [PA 102, (2)(a)(iii)].

Promotion of Legislative Action to Implement MCEE Recommendations

As of the development of the Monitoring Part B Response for Michigan's ESEA Flexibility Request, the Michigan Legislature has not modified MCL 1280.1249 to accommodate the modified educator evaluation process recommended by the Michigan Council on Educator Effectiveness. However, the Michigan Department of Education has aggressively pursued the development of new legislation to address many of the aforementioned considerations based upon the MCEE recommendations. MDE created a working committee across multiple offices just prior to the release of MCEE recommendations in the summer of 2013. This committee reviewed the recommendations and developed multiple operational models and implementation plans and timelines for differing scenarios and budget considerations, knowing that the legislature was in the midst of also

withholding funding for implementation of all activities related to the Common Core State Standards. While this was rectified in late October 2013, the legislature withheld decisions about the choice of assessment, requesting additional information by December 1 about all available assessment options that could address these standards for mathematics and English language arts. MDE prepared a document analyzing ten alternative assessments that claimed to align to Michigan standards or the Common Core. Included in this analysis were considerations specifically for use in the context of educator evaluation, including grade specific growth measures that are aligned to the grade-level sequences established within the individual standards for the Common Core State Standards. MDE has presented at subsequent hearings of both the House and Senate committees on education and education appropriations to address all of the considerations and needs for assessments, as well as for considerations for educator evaluation. To date, no decisions or recommendations have been made by either committee of the Michigan legislature, despite continued requests from MDE leadership.

MDE provided recommended language for complete modifications to MCL 380.1249 (see attachment 14.A), along with a recommended budget for implementation spanning through the 2017-18 fiscal and school years. This budget was modified slightly by the Governor's office, and was sent to the Michigan legislature in February 2014 in the executive recommendations for the 2015 fiscal year. Along with the fiscal recommendations were language changes for MCL380.1249, along with a supplemental section 1249b~~B~~ (see attachment 14.B) addressing administrator evaluation. The full text of the proposed legislative changes is included as Attachment 14.A and 14.B.

Recognizing concerns posed by legislators on the education committees of each house of the Michigan legislature, the proposed legislation made adjustments from the proposed MCEE recommendations, or added relevant information to situate the educator evaluation efforts at both the statewide and local levels within other appropriate contexts in order to remove redundancies or inefficiencies. These modifications include the following:

- In order to recognize the existing practices and expertise around the four professional practice models that are mentioned for teacher evaluation in the MCEE recommendations, the state would allow for any of the four models to be employed by a district, and would provide support for training in these efforts for small teams from each LEA and school, as opposed to a single statewide model for all.
- Existing evaluation practices for districts could be maintained through a waiver process, wherein the proposed model or practices that would be employed by an LEA would be evaluated against a rubric. Such evaluation would allow for other models that may not have been examined by the MCEE to be considered. This approach also established a review process by MDE to examine the efficacy of these models over time based upon ongoing data collection about the impacts of such evaluations on student outcomes and other operational factors.
- Student growth at the local level would need to use statewide assessment data where applicable, but would not specifically require the use of value-added models for educators of grade levels or subject areas that are not tested at the statewide level in a manner that addresses student growth. These models could be applied locally, but are not required. Also

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introduced with this component were the use of Student Learning Objectives (SLOs), which place student growth in locally determined contexts for all grade levels and subjects.

- Administrator evaluation is not limited to building principals, but rather is applied to all administrators who have some aspect of oversight over instructional efforts within the school district. The evaluation for these individuals is dependent only upon student growth measures in the specific areas in which they have administrative oversight, such as by subject area, grade level, or student population (such as a Director of Special Education programs).
- A transitional process for dealing with educators or administrators who were identified as minimally effective or ineffective in the previous model identified by schools are able to continue the existing process of evaluation and remediation without having to "restart" the process once new legislation was adopted. This would allow for districts to continue with the use of their professional practice models with select educators to proceed toward disciplinary action or removal if conditions of the individual development plan were not implemented by an educator.
- The monitoring process for implementation of the educator evaluation efforts was linked to the School Improvement Framework and reform plans for Priority schools, which was not addressed at all in the MCEE recommendations. This provided additional language about how schools and LEAs could report efforts for evaluation, and how school or district wide efforts for improvement and reform would be linked to outcomes of the evaluation process, so that the collective needs of educators in their professional learning plans (or individual development plans for those educators on a probationary status) could be addressed through school improvement efforts. This language also included a review and research component for MDE to analyze outcomes in order to determine the efficacy of the evaluation model, and to determine technical assistance and support needs for LEAs in implementing the evaluation requirements.
- The proposed legislation addresses issues of school reporting, and determined that individual educator evaluation documentation would be exempt from Freedom of Information Act requests to identify educators and administrators by name from any given district's efforts.
- The proposed legislation established a process for determining how educator evaluation would be linked to teacher certification efforts, both for re-certification of individual educators, and for review of outcomes of educator preparation institutions to determine ongoing accreditation of these programs. The legislation also linked the process for determining learning needs for educators to the professional learning standards adopted by Michigan's State Board of Education in 2012.

As of April 2014, this legislation has not been signed into law, now even approved by their education committee in the legislature. It was recommended by the Governor in connection with the executive budget recommendations, which are currently being reviewed by Michigan's House and Senate Education Appropriations Committees.

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Teacher and Principal Inclusion in the Process

The MDE will follow a two-pronged approach to involve principals and teachers in the process of developing guidelines for a state system: 1) through the legislatively-mandated process and 2) through more iterative and hands-on interactions with stakeholders through MDE's technical assistance and support to the field. Additionally, input will be sought and provided by a statewide educator evaluation advisory committee. We believe that the combination of these ~~two~~ processes will engage ~~principals and teachers~~ educators in multiple ways.

The current state legislation specifies involvement of principals and teachers in the process. This includes:

- Two principals serve on the five-member Michigan Council on Educator Effectiveness.
- The 14-person advisory committee to the Michigan Council has to include teachers, administrators and parents.
- As noted above (recommendation (b)(ii) of the Michigan Council), the Council must seek input from school districts, Regional Educational Service Agencies, and charter schools that have already developed and implemented successful, effective performance evaluation systems.
- The final report of the Michigan Council will be submitted to the legislature and the State Board of Education, both of which solicit feedback from various stakeholders.

Additionally, MDE ~~is~~ supported~~ing~~ the work of the Council and acting as a conduit for best practices, examples from the field, and stakeholder feedback. MDE has conducted the following activities with teachers and principals as of the time of this waiver application:

- Hosted a "best practices" conference in April 2011 for districts, schools and professional organizations in Michigan to demonstrate to other districts and schools, as well as to MDE, educator evaluation systems or components of these systems. This was an opportunity for MDE, as well as the education community, to hear feedback from those engaged in this work. The conference was attended by over 600 individuals from around the state.
- MDE hosted a second conference in February 2012 focusing specifically on three topics related to student growth:
  - How to use the growth data from state assessments in evaluation systems;
  - How to measure student growth in currently non-tested subjects and grades; and
  - How to combine multiple measures when determining a final effectiveness level.

  This conference is in specific response to feedback ME received from districts and schools regarding their questions, concerns and needs, and will again feature "best practices" from districts that have identified ways to integrate student growth for all educators.
- Offer continual and ongoing technical assistance to districts upon request, reviewing their proposed systems, offering suggestions or providing resources, and collecting information on the needs of the field in terms of developing rigorous systems.
- Present in multiple venues statewide to groups of stakeholders to share information on the

legislative timelines, as well as to gather information and feedback from attendees regarding their concerns, suggestions and activities to develop these systems in their local context.

This work by MDE, in addition to providing support to LEAs and schools as they navigate this process, allows us to gather feedback on a micro-level from stakeholders, both regarding challenges and concerns but also regarding best practices and successful strategies. MDE plans to continually share this feedback with the Michigan Council, to supplement the formal methods outlined in statute for principals and teachers.

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Table 17. Timeline for Implementation of Educator Evaluation System

MICHIGAN'S EDUCATOR EFFECTIVENESS GUIDELINES & MDE SUPPORT

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Date	Requirements based on Michigan Law	USED Requirements	Party Responsible	Evidence	Resources	Obstacles
School Year 2010-2011	State Fiscal Stabilization Fund requirement: administrator effectiveness labels must be publicly reported on www.mischooldata.org.	N/A		www.michigan.gov/mischooldata		
March 2011	MDE develops an "Educator Evaluations" tab on its website as a location for the latest information regarding evaluations and effectiveness in Michigan, resources from across the country, and other evaluation-related information.	N/A	MDE - BAA	www.michigan.gov/baa		
April 2011	MDE hosts an Educator Effectiveness Conference for district participation to understand the laws, to assist with development of local	N/A	MDE - BAA		Assistance from Great Lakes East; BAA staff organizer	Securing funding to get the conference planning underway.

	evaluation systems, to showcase districts already in the process of developing and/or implementing systems of evaluation for the 2011-12 school year. Attended by 582 persons.					
July 2011	The Michigan Council for Educator Effectiveness (MCEE) legislatively created to provide recommendations to the Michigan Legislature, State Board of Education, Governor, and State Superintendent on refining the Michigan educator evaluation system by April 30, 2012. New laws passed regarding educator evaluations and tenure (PA 100, 101, 102, 103).	N/A	Legislature	PA 100-103		Aggressive timelines in law for implementation
September 1, 2011	Locally developed systems of educator and administrator evaluation must be in place (for the 2011-12 school year), which base the effectiveness label determination on student growth in significant part (as determined by local-determined guidelines). Aggregate effectiveness labels publicly reported at the school level at www.mischooldata.or	N/A	Local districts		www.michigan.gov/baa	Aggressive timelines for development of local systems; "growth" measures from state assessments only available in reading and mathematics for grades 4-8 on MEAP and MI-Access FI;

	g. *Developed with the involvement of teachers and school administrators *Applicable to all teachers and school administrators *Evaluates job performance at least annually while providing timely and constructive feedback *Establishes clear approaches to measuring student growth, providing growth data to educators *Uses evaluations to inform decisions regarding promotion, retention, development plans, tenure, certification, and termination					each district building its own system to meet the law
Fall 2011	MDE tours the state via an "Accountability Tour" at 13 locations to provide support, information, best practices about educator effectiveness laws and systems, AYP, and other accountability-related information at no cost to participants.	N/A	MDE - BAA		http://www.michigan.gov/mde/0,4615,7-140-22709_59490---,00.html 4 BAA staff at 13 all-day presentations	Setting up sites, travel, ensuring the most up-to-date information
December 2011	MCEE convenes.	N/A	MCEE			
February 2012	MDE hosts Educator Effectiveness Conference for district participation that focuses on using student growth	N/A	MDE - BAA			

	measures. Many district-run breakout sessions about local systems based on student growth were the primary focus for the conference. Attended by 539 participants.					
March 2012	MDE makes Teacher-Student Data Link (TSDL) files available for districts to link student performance level on spring 2011 state assessments to teachers.		MDE - BAA			QA processing for files; providing secure access rights
April 2012	MCEE issues an interim report recommending a pilot in SY 2012-13 of multiple options for teacher observation tools, student growth model/value-added models in a refined educator evaluation system requesting $6M for the pilot. MDE posts the MCEE Interim Progress Report on the Educator Evaluation tab on its website and fields phone calls and emails.	N/A	MCEE MDE	http://www.michigan.gov/documents/mde/SBE_Supports_MCEE_Interiim_Report_386376_7.pdf		Interpreting the Interim Report to inform MDE's next steps.
May 2012	MDE makes Teacher-Student Data Link (TSDL) files available for districts that link student performance level and student performance level change ("growth") on fall 2011 state assessments to		MDE – BAA			QA processing for files; providing secure access rights

	teachers. MDE creates and makes available a TSDL tool for district/school use that calculates a Performance Level Change (PLC) rate at the district, school, and teacher level and allows PLC to be analyzed at the district, school, and teacher level.		MDE - BAA			
June 2012	MCEE expected to release details about the pilot and observation tools. MDE gathers information and creates/finds resources and tools in the form of a "Resource Kit" that is aligned with MCEE's interim report to support districts as they go forward in the development of their local evaluation system. Districts report effectiveness labels of all teachers and administrators through the Registry of Educational Personnel. Districts take an MDE survey on their K-12 System of Educator Evaluations.	N/A	MCEE MDE Local districts Local districts		BAA staff member District personnel District personnel	
July	MCEE expected to	N/A	MCEE	MCEE	MCEE	Timelines

2012	release other components of the teacher evaluation system. District personnel participating in MCEE Pilot will be trained on the tool that will be put into place.		MDE – BAA MCEE & local, participating districts	Interim Progress Report, p. 14 www.michigan.gov/baa	BAA staff	
Aug 2012	MDE accepts applications for approval of Principal and Assistant Principal Training Programs for Conducting Educator Evaluations for grant funding as allocated in 2012 PA 201		MDE		BAA staff	
Sept 2012-June 2013	Year 2 of locally developed educator and administrator evaluation systems (as described for the 2011-2012 school year).	N/A	Local Districts		www.michigan.gov/baa	
Fall 2012	MDE, in a joint effort with the Michigan Association of Secondary School Principals (MASSP), the Michigan Association of School Administrators (MASA), the Michigan Association of Intermediate School Administrators (MAISA), the Michigan Association for Supervision and Curriculum Development (MI-	N/A	MDE MASSP MASA MAISA MI-ASCD MEA AFT-MI			Aligning schedules for planning

	ASCD), the Michigan Education Association (MEA), and the American Federation of Teachers-Michigan (AFT-MI), will host two-day workshops at various locations across the state regarding best practices and processes for conducting evaluations across levels and in accordance with MI laws.					
Sept 2012-June 2013*	MCEE implements a pilot project of selected evaluation systems* (including multiple options for classroom observations and for value-added models) in Michigan school districts consistent with the recommendations of MCEE's Interim Progress Report.	N/A	MCEE			
Oct 2012	MCEE expected to release student growth model.	N/A	MCEE			
Oct 2012	MDE analyzes effectiveness labels submitted by districts in June.	N/A	MDE – BAA		BAA staff	Availability of file from CEPI
Nov 2012	MDE provides assistance, support, and resources for districts regarding MCEE's student growth model released in October. MCEE expected to release evaluation	N/A	MDE – BAA MCEE			

	tool for administrators and details on pilot of administrator evaluation.					
Nov 2012	MDE opens the grant application process for districts to apply for approved Principal and Assistant Principal Training for Conducting Educator Evaluations		MDE – BAA & OFM		BAA staff	
Nov-Dec 2012	MDE posts a space for "Resource Kit" components on the Educator Evaluation tab of its website for district access. The Resource Kit will be added to/updated as resources are developed and available.		MDE			
Dec 2012	MDE develops supporting documentation/information for MCEE's evaluation tool for administrators.	N/A	MDE		BAA staff	
Dec 2012 – Jan 2013	MDE applies business rules for Principal and Assistant Principal Training Grant submissions – approximately 5000 grants will be awarded at no more than $350.		MDE BAA			
April 2013	MCEE recommends changes for obtaining professional certification	N/A	MCEE			
June 2013	Districts report effectiveness labels of all teachers and administrators through the Registry	N/A	Districts		District personnel	Submission of data on time

	of Educational Personnel.					
June-Aug 2013	MCEE reviews pilot results and adjusts evaluation systems based on results.	N/A	MCEE			Timelines
~~Fall~~ July 2013**	MCEE makes recommendations for the final state requirements and guidelines for educator and administrator evaluation systems to the Michigan legislature, State Board of Education, Governor, and State Superintendent.	N/A	MCEE	http://www.mcede.org/		
Late Fall 2013	MDE begins to identify and develop ~~produces~~ materials to support districts with their transition to the final guidelines and statewide system. MDE ~~hosts conferences/webinars~~ shares information with districts (e.g., conference presentations) to assist districts in understanding the recommendations from the MCEE. MDE updates its Educator Evaluation tab on its website with the latest information and supporting resources. MDE provides additional support as needed via phone and email.	N/A	MDE		MDE staff	
Fall-Winter	Per previous legislation, the	N/A	Legislature			

2013**	Michigan Legislature receives the MCEE recommendations and enacts legislation finalizing the statewide educator and administrator evaluation system.					
Winter 2013	TSDL files made available to districts for Spring 2012 and Fall 2012 assessments.	N/A	MDE – BAA			
School year 2013-2014*	Continued i~~I~~mplementation of locally developed ~~final, statewide educator~~ teacher and administrator evaluation system based on 25% student growth ~~(implementation begins after legislative approval).~~ MDE provides on-going assistance and support via electronic resources on its website, answering phone calls and emails, attending speaking engagements, and hosting webinars and conferences for districts as they adjust their local systems to meet the requirements as enacted in the legislation. Additionally, MDE provides for a second year in principal/assistant principal training	Pilot of Statewide System; student growth significant factor	MCEE MDE MDE, MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI			Providing resources Determining areas of need and developing materials that are timely.

	grants for observation tool training in MDE approved locally-developed teacher observation tools and the four MCEE recommended observation tools. MDE continues partnerships with MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI to provide professional development to the field.					
Winter 2014	TSDL files made available to districts for Spring 2013 and Fall 2013 assessments.	N/A	MDE-BAA			
June 2014	Districts report effectiveness labels of all teachers and administrators through the Registry of Educational Personnel. (using locally developed educator evaluation systems)	N/A	District		District personnel	
Late Spring/ early Summer 2014	New legislation enacted for statewide educator evaluation system for Michigan, which includes Michigan Department of Education given authority to monitor compliance with legislative requirements.					
Summer 2014	State issues RFP for state-adopted observation tools (teachers and administrators)	N/A	MDE			

Late Summer/Early Fall 2014	Contracts awarded for the two state-adopted observation tools, and contracts put in place to train eval~~u~~uators in observation methods					
August 2014	MDE analyzes results of effectiveness labels reported during the 2013-14 school year. ~~First year that comparison across districts can be made.~~	N/A	MDE – BAA		BAA staff	
School Year 2014-15	Continued i~~I~~mplementation of ~~final, statewide~~ locally developed educator and administrator evaluation system based on 25 ~~40~~% student growth. MDE provides on-going assistance and support via electronic resources on its website, answering phone calls and emails, attending speaking engagements, and hosting webinars and conferences for districts as they continue on into year 2 of the statewide system. MDE also develops resources for districts including guidelines for determining quality of third party assessments, guidelines for minimally required evidence to determine quality of locally	Implementation of ~~Statewide~~ local System; student growth significant factor	Local Districts MDE MDE, MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI MDE - BAA			

		developed assessments, and guidelines for training on adequate rigor in the development and measurement of SLOs MDE continues partnerships with MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI to provide professional development to the field. Smarter Balanced Assessment Consortium assessments go into place; will provide growth data for evaluations in applicable subjects and grades. State-provided Interim Assessments in ELA and Mathematics for grades 3-11 are operational. MDE develops waiver process for LEAs to apply for a waiver from the state to use local evaluation tools and policies for the teacher evaluation system, administrator evaluation system, or both. The waiver application process will require evidence that the process and systems will have the						

	same level of quality and rigor as the statewide educator evaluation system, and include the same processes for training, provision of feedback, remediation plans, all data and documentation, determination of summative ratings, support for new and struggling teachers or administrators, and validity and reliability of the tools.					
Spring 2015	Required observation/professional practice trainings conducted Waiver applications submitted by districts for review and approval for 2015-16 school year.		MDE, Vendors			
June 2015	Districts report effectiveness labels of all teachers and administrators through the Registry of Educational Personnel.	N/A	Districts		District personnel	
August 2015	MDE analyzes results of effectiveness labels reported. ~~Second year that comparison across districts can be made—and the change from the first year of implementation to the second year can be examined.~~	N/A	MDE - BAA			

	School Year 2015-16	~~Implementation~~ Launch of ~~final,~~ statewide educator and administrator evaluation system based on 25~~50~~% student growth. Annual training, and retraining provided in observation tools. Support systems for districts in providing ongoing coaching and professional development to educators. State-provided interim assessments for grades k-2 in ELA and Mathematics, as well as in high school Science and Social Studies for required Michigan Merit Curriculum Credits are operational MDE provides on-going assistance and support via electronic resources on its website, answering phone calls and emails, attending speaking engagements, and hosting webinars and conferences for districts as they continue on into year 2 of the statewide system. As recommended by MCEE, significant	Implementation of Statewide System; student growth significant facto	Local Districts MDE MDE, MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI		District personnel MDE staff		

		staffing in MDE and CEPI is in place to provide ongoing support and technical assistance to districts, including VAM or growth data and rostering of student-teacher data. MDE monitors district educator evaluation systems for compliance with statewide educator evaluation system requirements and approved waivers for locally developed systems MDE continues partnerships with MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI to provide professional development to the field.					
	Spring 2016	Waiver applications submitted by districts for review and approval for 2016-17 school year.					
	June 2016	Districts report effectiveness labels of all teachers and administrators through the Registry of Educational Personnel.	N/A	Local Districts		District personnel	
	August	MDE analyzes results	N/A	MDE		BAA staff	

2016	of effectiveness labels reported. ~~Three-year trends across districts and across the state can be made and published.~~ First year of the new statewide evaluation system results published.					
Summer 2016	MDE conducts research regarding the first year implementation of the statewide educator evaluation system.					
School year 2016-17 and 2017-18	Second and third year of statewide educator and administrator evaluation system based on 25% student growth. Annual training, and retraining provided in observation tools. Support systems for districts in providing ongoing coaching and professional development to educators. State-provided interim assessments for high school ELA and Math for required Michigan Merit Curriculum Credits (2016-17) and for grades 3-8 in Science and Social Studies (2017-18) are operational MDE provides on-going assistance and					

	support via electronic resources on its website, answering phone calls and emails, attending speaking engagements, and hosting webinars and conferences for districts as they continue on into year 2 of the statewide system. As recommended by MCEE, significant staffing in MDE and CEPI is in place to provide ongoing support and technical assistance to districts. MDE monitors district educator evaluation systems for compliance with statewide educator evaluation system requirements and approved waivers for locally developed systems MDE continues partnerships with MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI to provide professional development to the field.					
Spring 2017 and Spring 2018	Waiver applications submitted by districts for review and approval for 2017-18 and/or 2018-19 school year.					

	School year 2018-19	Fourth year of statewide educator and administrator evaluation system; At least 50% based on student growth. Annual training, and retraining provided in observation tools. Support systems for districts in providing ongoing coaching and professional development to educators. MDE provides on-going assistance and support via electronic resources on its website, answering phone calls and emails, attending speaking engagements, and hosting webinars and conferences for districts as they continue on into year 2 of the statewide system. As recommended by MCEE, significant staffing in MDE and CEPI is in place to provide ongoing support and technical assistance to districts. MDE monitors district educator evaluation systems for compliance with statewide educator evaluation system						

		requirements and approved waivers for locally developed systems MDE continues partnerships with MASSP, MASA, MAISA, MI-ASCD, MEA, AFT-MI to provide professional development to the field.					

*Michigan's Pilot and statewide implementation are both one year ahead of USED Requirements.
**MDE projected timeline, but is dependent upon actions of MCEE and the Michigan legislature.

Gathering Input from Stakeholders

While the Michigan Council for Educator Effectiveness does not include teachers (although it does include principals), there is an Advisory Committee to the MCEE as established by PA 102 of 2011. The Advisory Council to the MCEE is comprised of Governor-appointed teachers, district leaders, and members of education associations.

This committee has responded to questions submitted by the council, and has provided input on the observation and student growth components of the council's charge. Below is a list of members.

Table 20. List of MCEE Advisory Committee Members

Name	Position	Organization	Representing
Dan L. DeGrow, Chair	Superintendent	St. Clair County RESA	public school administrators
Amber M. Arellano	Executive Director	The Education Trust-Midwest	education advocacy gro
Ernst A. Bauer	Research, Evaluation and Assessment Consultant	Oakland Schools	public school administrators
William C. Chilman, IV	Superintendent	Beal City Public Schools	parents of public school pupils
Barbara F. Mays	Vice-Chair	Barton Elementary School Parent Organization	parents of public school pupils
Mary A. Kovari	Principal	Detroit Institute of Technology High School	public school administrators
Kirstin G. Queen	HR Manager	Ford Motor Credit Company	parents of public school pupils
John F. Haan	Elementary Teacher	Charlevoix Public Schools	public school teachers
Tonya Allen	Chief Operating	Program for The Skillman	parents of public school

	Officer and Vice President	Foundation	pupils
Ingrid J. Guerra-Lopez	Director	Wayne State University Institute for Learning and Performance Improvement	public school teachers
Krista L. Hunsanger	Teacher	Grand Ledge Public Schools	public school teachers
Colin Ripmaster	Principal	Mattawan High School	public school administrators
Richard S. Carsten	Superintendent	Ida Public Schools	public school administrators
Matthew T. Wandrie	Superintendent	Lapeer Community Schools	public schools administrators
Nathan R. Walker	Organizer	American Federation of Teachers Michigan	public school teachers
Tammy M. Wagner	Dickinson		parents of public school pupils

MDE will continue to work with stakeholders to seek input from the field as districts implement the current law that requires an annual evaluation of educators based on student growth measures and must include multiple observations, as well as the new legislation to be adopted based on MCEE recommendations from the final report in July 2013.

Both MDE-hosted Best Practices conferences were attended by a wide range of school-related personnel, with 10% of attendees who identified themselves as teachers, and nearly 30% who identified themselves as Principals or Assistant Principals. All attendees were surveyed about the usefulness and applicability of the information presented at the conference to which there was an overwhelming response that the information was useful or extremely useful. Presentations along with other resources were then made available under the Educator Evaluation tab at www.michigan.gov/baa so attendees and non-attendees alike could access the information presented at the conference.

MDE is also in the process of conducting pilot tests with several districts across the state that range from understanding more about value-added estimates and the MDE's assessment data, standard setting for common assessments, and leveraging data analysis within Professional Learning Communities (PLCs). District leaders, principals, and teachers are all critical contributors in these pilot studies. The results of these studies will depend on their feedback and input.

MDE's Initiatives to Improve Educator Quality: From Training to Professional Development

We believe that educator evaluations are only a piece of the overall picture of ensuring quality educators in Michigan. This strategy also includes rethinking and revising teacher preparation, enhancing teacher licensure opportunities, supporting teacher instructional practices, and providing targeted professional learning for educators. Although we will focus intensively on our evaluation initiatives in this section, below are a few highlights of each element relating to MDE's overall

educator quality strategy:

Teacher Preparation Institutions: Enhancing the Preparation of Teachers through Teacher Preparation Institution Reform

MDE understands that the work of educator evaluation is actually far larger than the evaluation system itself. Now that we have adopted the Common Core State Standards, teachers need to be adequately prepared to teach those standards. They also need to be familiar with the ways in which they will be evaluated when they are employed in a district and school. This requires that we rethink, as a state, how teachers are prepared in Michigan.

MDE is currently involved in utilizing the linked data between the teachers and their teacher preparation institutions to understand how many graduates from each institution are employed, if they are employed in high-need schools, and more importantly, if they are effective in their roles. We are also planning to redesign our teacher preparation institution rubric in order to hold the institutions more accountable for the outcomes of their students. Finally, we will be changing our certification tests, both to increase the rigor of their cut scores to be reflective of the increased rigor required of students with new student cut scores, and to assess potential teachers more directly on their ability to understand and teach content. We are identifying ways for student teachers to be evaluated by the evaluation system of the district in which they are working, to provide an assessment of pedagogy as an exit criterion for the student teacher and also to familiarize them with the process of being evaluated using student growth.

Changes to Teacher and Administrator Certification and Licensure

MDE has undertaken two initiatives related to teacher and administrator certification. The first is that MDE has begun to require certification of all administrators, to ensure all administrators have appropriate preparation and training. MDE has also established alternate routes to administrator certification.

Second, MDE has revised its teacher licensure rules, in order to create a three-tiered licensure system. This system is in the final stages of rule-making and will go into effect when this process is completed. The three-tiered licensure system allows teachers to advance from the provisional to the professional license, and then have the option to continue on to an advanced professional license based on the demonstrated effectiveness. MDE did this in order to help incentivize high-quality teachers to stay in the classroom while at the same time creating professional pathways for advancement.

Supporting Instruction

MDE's efforts to support effective instruction have been described at length in Principle 1 and 2; here we briefly highlight a few key initiatives. The first is the **Teaching for Learning Framework**, which was created to support effective instruction in challenging content across all grade levels and content areas. The Framework outlines 77 research-based Essential Skills (organized into Fundamental

Processes and Core Elements) that can be learned, practiced, and utilized by classroom teachers to efficiently and effectively deliver instruction. Certainly it is not the expectation that a teacher use all 77 Essential Skills in every lesson or every day – or even every week. Rather, the resources and guidance contained in this website are meant to support teachers in determining how to effectively match the Essential Skills to the content and learning objectives to which they are teaching in order to maximize student learning.

MDE has two parallel and related processes for developing credible ways to evaluate teachers of students with disabilities and teachers of English Language Learners in the statewide evaluation system. The first is that our statewide evaluation law requires that all teachers are required to be evaluated annually, using student growth as a significant part (for the 2011-2012 and 2012-2013 school year) and then with the "statewide student growth and assessment tool" beginning in the 2013-2014 school year. This student growth and assessment tool, which is currently in the recommendation stage from the Michigan Council on Educator Effectiveness, is required to include a pre and a post test and be able to be used for students with disabilities. The clear intent of the law is that all teachers be evaluated and that we work to develop more assessments that provide growth data relevant to the population they teach.

At the present, however, we have growth data available in reading and math for one of our alternate assessments (Functional Independence, which is used by the majority of our students with disabilities who take the alternate assessment). We also have growth data in reading and mathematics in grades 3-7 for students who take the MEAP, which includes students with disabilities and ELLs who take the MEAP with accommodations. MDE is providing these growth data back to districts, linked to their teacher of record, for their use in their local evaluation system. Until 2013-2014, each district will have its own local evaluation system. MDE has committed to produce interim guidelines to help districts in their decisions and system development until the statewide evaluation system is available, and these guidelines will include recommendations about when and for whom the state-provided growth data can be used in evaluations. MDE's available growth data will expand with the adoption of the Smarter Balanced Assessments and the Dynamic Learning Maps, as well as with interim benchmark exams, and at that time, we will provide additional guidance on using those assessments to measure growth and to evaluate all teachers, including those who teach students with disabilities and ELLs. Additionally, the WIDA consortium assessments are expected to provide student growth data for English Language Learners as part of their new system, and MDE will utilize those data once WIDA is adopted.

MDE has also hosted two Best Practices conferences, both of which have featured sessions on evaluating teachers of students with disabilities and English Language Learners. We make available resources on our website for districts to choose from. We are also seeking a partner district or districts who are engaged in this work to participate in a pilot study with MDE to identify local assessment tools that provide meaningful measures of growth for students with disabilities and ELLs so that we can make that information available to all of our districts.

We also note the resources available through the **Michigan Online Professional Learning System (MOPLS)**. MOPLS is a series of interactive learning programs designed to guide educators in recommending assessments for students and using assessment results to assist students who are struggling with concepts in mathematics and English language arts. MOPLS learning modules are funded under a federal grant for the development of MDE's MEAP-Access assessment.

MDE also maintains standards for principals and administrators. These school employees also are subject to educator evaluation requirements and will be included in the framework designed by the Michigan Council on Educator Effectiveness.

For more information about resources available to support teachers and instructional leaders, please refer to Section 1B.

Professional Learning Opportunities and Ongoing Education
In the last two years, MDE convened a stakeholder group to develop new recommendations regarding professional learning. This group produced a new policy on professional learning, which the Michigan State Board of Education adopted in January 2012. This policy is based on the Learning Forward Standards for Professional Learning, and the intent is to help districts, schools, and educators appropriately identify professional learning opportunities to support their work. We anticipate the field can leverage these standards when integrating professional learning into their evaluation systems, and we intend to produce interim guidelines to assist them with these efforts.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

This section is organized as follows:

- Adoption of guidelines
- Michigan's Pilot
- MDE Resource Kit and Other Supports
- Compliance

ADOPTION OF GUIDELINES
Michigan's strong educator evaluation legislation provides a legislative mandate by which the majority of this work will be accomplished. At the present time, each LEA is required to adopt the state

evaluation system, or to have a high-quality system in place that meets all requirements by the 2013-2014. This provides the legislative "muscle" necessary to begin the process of ensuring that these systems are implemented. To support the work of MCEE, MDE will create a Resource Kit that aligns with the thinking and direction of the MCEE. It will include references and resources from agencies like the National Comprehensive Center for Teacher Quality and local districts that have developed tools that align with the vision, principles and direction of the MCEE. It will include components to support a variety of aspects of educator evaluations including observations, student growth measures, data collection, and evaluation of the system itself, and training evaluators for observations.

However, MDE recognizes that legislation is only the beginning step in ensuring successful implementation of these evaluations, and that additional efforts are need both to provide *supports* for implementation and to ensure *compliance* from our districts.

MICHIGAN'S PILOT: *Establishing an official pilot year*

The MCEE has, since the original submission of Michigan's ESEA Flexibility request, recommended a pilot year. From the MCEE Interim Guidelines, the pilot year recommendation is outlined below. Additionally, the Michigan Legislature has approved the request of MCEE to conduct an official pilot study of evaluation tools and systems during the 2012-2013 school year that will provide the basis for MCEE's final recommendation.

In MDE's educator evaluation pilot, student growth is included in several ways. Growth based on the state assessment will be included, but MDE also plans to pilot growth measures from additional types of assessments, such as off-the-shelf assessments to allow for multiple measures of student growth to be incorporated into educator evaluations. Growth data from these assessments will then be integrated into final effectiveness labels at the prescribed rates to evaluate how those measures function in the overall designation. Students will, of course, take the state assessments on the regular schedule but will also take the following: (1) a computer adaptive assessment in English Language Arts and mathematics in grades K-6 three times during the school year, and (2) the EXPLORE/PLAN/ACT series as a pre/post measure in grades 7-12. In this way, all students will take both the state test and a pre/post assessment using an off the shelf test. Value added models based on both the state tests and the off-the-shelf tests will be calculated for incorporation into educator evaluations.

Text ***excerpted from the MCEE Interim Progress Report, released April 27, 2012, is shaded in light yellow.*
Next Steps: 2012- 2013 Pilot

After investigating educator evaluation reforms across the country, the MCEE has concluded that a pilot test is not only important, but imperative. Such a pilot test will allow a set of recommended tools and approaches to be tried out in a small number of districts and schools for a year in order to learn about how well they work and to uncover any problems that should be remedied before implementing a

system wholesale in all Michigan schools. While postponing the implementation of the "final" system might seem wasteful, not doing so would be reckless, both fiscally and technically.

A pilot year will provide data on implementation and validity, and crucial feedback from education professionals using the tools and approaches. During a pilot, technical and logistical challenges could be confronted and resolved, and the resources necessary to put a statewide system into place could be developed (including a communication system, materials for teachers and administrators, and a database for storing information), increasing the likelihood of our state succeeding in this complex but vitally important undertaking. Building a rigorous evaluation system that holds all Michigan educators accountable for student learning depends on understanding how well it works in practice and designing it to be fair, reliable, and defensible. New Jersey, Rhode Island, Washington, and Colorado have all used pilots or phase-in years to learn more about their proposed state evaluation systems, and each state has been able to adjust these systems based on the feedback and ideas generated from pilot-participating districts and schools. We want nothing less for our state's educators and the 1.5 million children they teach each year.

General Design

The council recommends a pilot study of evaluation tools in 12 school districts to be carried out during the 2012-13 school year. The pilot study is crucial because it will allow the state to learn about educator evaluation as it takes place in school settings and to accommodate practical and technical issues that arise in the pilot test. It will also take advantage of the fact that many school districts have already begun the hard work of institutionalizing rigorous, regular observation systems in their teacher evaluations. Districts in Michigan will be invited to apply to be part of the pilot study, and the 12 districts will be selected to represent the range of districts and schools in the state—in terms of context, geography, governance, size, and resources. The pilot will precede the implementation of educator evaluation in Michigan, and will be used to develop the final recommendations of the Michigan Council for Educator Effectiveness. Below are specifications as currently known for the pilot study of evaluation tools.

Teacher Observation Tools

The council recommends studying three teacher observation tools in the pilot study, specifically looking at each tool implemented in four different districts of different sizes—one large, one medium, and two smaller districts—for a total of twelve participating districts. The tools, which the MCEE will select in the coming few weeks, will be the most promising (in terms of evidence and feasibility) and most likely to fit Michigan's needs.

Before the pilot begins in the fall of 2012, educators in pilot districts will be trained in the use of the tool identified for study in their district. Districts will not be asked to cover the costs of training, implementation, or data analysis for the pilot. The MCEE will specify exact details about the implementation of the pilot and will oversee the project to ensure a well-designed study that maximizes its contributions to the progress of designing a strong educator evaluation system. Lessons learned

during the pilot study will also lead to the development of responsible criteria for granting waivers, as it will be important to the credibility of the state's educator evaluation system to have rigorous standards for granting exceptions to the final recommendations from the council.

Student Growth Model/Value-Added Model Pilot
In addition to the studies of the observation tools, the council recommends a pilot of several alternative student growth models and value-added models in the 12 pilot districts. The MCEE plans to conduct a pilot using existing assessments such as MEAP in grades 3 through 8, new assessments in high school (possibly EXPLORE, PLAN, and ACT), computer adaptive assessments in grades where tests are available, and local assessments in non-tested grades and subjects. Such a set of pilot studies will help prepare for new assessments that are being developed now and will provide crucial information about the different types of growth models and value added models that could be implemented in Michigan.

Piloting a student growth model will allow educators to examine both the student growth data and teacher and administrator observation data to understand better how evaluation will work when it is implemented in Michigan. The pilot study will likely highlight strengths and weaknesses in the tools and in the data they yield. This will help in the continued design of MDE's educator evaluation system.

Administrator Evaluation Pilot
Although this report focuses on teacher evaluation tools, the MCEE has already begun gathering comparable information about administrator tools. It is also likely that the challenges associated with teacher observations are similar for administrators, and thus work on recommending administrator tools will be informed and accelerated by the council's deliberations about teacher observation and evaluation tools. The council will be recommending one or two tools for evaluating administrators in October 2012 and will incorporate them into the pilot study. As with the teacher observation pilot, districts will not be asked to cover the costs of training, implementation, or data analysis for the pilot. The MCEE will provide more information about this aspect of the pilot in upcoming months.

Process for Implementing Pilot and Analyzing Results
The MCEE recommends that four full-time staff be dedicated to the pilot study: an Education Consultant Manager, two Education Research Consultants, and a Secretary. The team will be located in the MDE, but will be accountable to the MCEE during the pilot study. It will distribute applications to districts, and will then select districts for inclusion from the applications received. The staff will aim to select a diverse group of districts to participate and will consider geography, urbanicity, socioeconomic status, size, governance, and other characteristics of districts in the state. Districts will be assigned to an observation tool by the team so each tool is implemented in varied settings.

District faculty and administrators will receive training from experts provided by observation tool vendors. Throughout the pilot study, members from MDE's evaluation staff will offer support and guidance in using the tools.

The council recommends that an outside research organization be employed under the oversight of the MDE to analyze the data from the pilot study. The organizations providing observation tools also provide data collection protocols. The outside research group will be given the collected data from the observation tools for evaluation. At the same time, administrators in pilot districts will use the observation data to complete that portion of the teacher evaluation.

The research group will also conduct focus group or other interviews to understand better how well school personnel understood the tools and how to use them, whether the tools were feasible for use in a school setting, how systematically and rigorously the tools and processes were implemented, and how reliable and valid the data from the tools appeared to be.

In addition, the outside research group would match data from the pilot of the student growth tool(s) and the administrator evaluation tool(s) with the teacher observation data. This task will highlight how well the tools work in concert, and whether there are any reliability and validity concerns that should be addressed.

All data analysis from the pilot study will be provided to the MCEE, which may use it to inform its final recommendations.

Budget
The council has consulted with several states about their design and implementation of teacher evaluation, including their pilot studies. Based on what we have learned from these states, we recommend that the state include $6,054,418 in the FY 2013 budget to cover the cost of the pilot in the 2012-13 school year. That amount includes the cost of training, implementation, data analysis, staff support, and reporting, as well as other expenses that the state and districts involved in the pilot will incur.

*****End excerpt from Interim Progress Report of the MCEE*****

MDE RESOURCE KIT & SUPPORTS FOR IMPLEMENTING EDUCATOR EVALUATIONS
MDE is currently engaged in a number of efforts to support districts as they implement their local evaluation systems. These include:

- Educating the field on the requirements of the legislation currently (2011-2012, ~~and~~ 2012-2013, and 2013-14) and in the future with the statewide system under the new legislation based on the July 2013 MCEE Final Recommendations. MDE has conducted nearly 30 presentations statewide, including webinars and other virtual resources, aimed at educating the field in the requirements of the law, and providing them with access to best practice. We developed a web resource to support districts.
- Educating the field on the elements that will be required in the final system so that they can align their local systems with the upcoming statewide requirements whenever possible.

- In conjunction with the Center for Educational Performance and Information (CEPI), MDE now has information on teachers linked to the students they taught in the 2010-2011 school year. This enables us to provide this linked teacher/student data and all available student assessment data back to districts for potential inclusion in their local systems. MDE will release both the high school assessment results (the Michigan Merit Examination, and the MI-Access assessment) as well as the elementary/middle school assessment (MEAP, MEAP-Access, and MI-Access) to districts by early March 2012.

  The only state-provided assessments that provide actual student *growth* are the elementary/middle school MEAP and MI-Access, in grades 3-7, reading and mathematics, as this is where adjacent grade testing is currently available (see Principle 1 for a further discussion of MDE's plans to adopt additional measures of student growth in the next several years). To support the use of this growth data, MDE developed an easy-to-use tool that allows district to summarize the number of students who are demonstrating growth.

- In February 2012, MDE hosted our second annual statewide Educator Evaluation Best Practices conference, with a specific focus on integrating student growth into educator evaluations. Educators from around the state who have more mature systems in place for educator evaluations shared topics regarding how they are using student growth measures, how they are using local assessments for student growth, ways to automate the data collection necessary for a good system, and how they've developed, piloted and refined observation rubrics. MDE experts in research, evaluation, and measurement also offered findings and recommendations regarding the use of state assessment data in educator evaluations, and what to keep in mind in terms of establishing the validity and reliability of tools and measures.

- MDE has begun a partnership with one of our larger regional education agencies to assist them in conducting standard setting on their common assessments, in order to utilize those assessments for determining growth at the local level. We plan to publish both the procedure and the findings from this exercise, so that other districts can engage in similar efforts to set standards on their own common assessments. This helps increase the rigor of the local assessments being used to measure growth, and allows MDE to provide some of the measurement expertise that we have at the department to the field, via a pilot example.

- MDE is engaged in a pilot study with another large urban district to use their historical teacher/student data link (as the statewide link contains only one year of data, and at least three are required for value-added modeling) to estimate a variety of value-added models using the state assessment data (the MEAP), and to provide some guidelines to the field about specifying and using these value-added models. Very little is known at this time about the accuracy of these models to classify teachers into the appropriate effectiveness categories, particularly when using the state assessment data. We plan to make this information available to the field, but also to the Michigan Council to help inform their decisions regarding a new student growth and assessment tool to be used in the statewide

evaluation system. Having good information and evidence will greatly enhance our ability as a state to develop a high-quality statewide system. MDE believes that leveraging these smaller pilots is an efficient way to help generate some of that information.

- MDE will produce guidelines for selecting "off-the-shelf" assessments, including elements of a high-quality assessment and how a district or regional service agency can evaluate the assessment's ability to measure student growth to assist districts during the locally-developed educator evaluation years.
- MDE will produce guidelines for the use of locally-developed interim benchmark and formative assessments, again to assist districts until the statewide evaluation tool is developed and implemented.
- In conjunction with producing resources of support, MDE will gather information, resources, and details about MCEE's selected observation protocols for districts to better understand how to use that protocol. This will be a "best practices" tool that districts can utilize or can reference in their own work in the interim years until the Council recommendations can be implemented.
- One of our larger districts is planning to make use of student, parent and teacher surveys, as done in the Measures of Effective Teaching (MET) project. We plan to partner with them to evaluate the consistency of ratings generated from value-added measurements, observations, and the survey data, and make that information available to districts, as well as to the Council to inform their decision-making process.
- A key concern of many districts is how to document and defend their system, once they have developed it. MDE has a great deal of experience in establishing business rules and building comprehensive accountability systems in which all decisions are documented and applied, and we plan to produce a "best practices" toolkit regarding the steps necessary to document and defend each decision in the evaluation system, as well as suggestions for how to collect, store, and utilize the data collected. MDE has begun conversations with the Michigan Association of School Administrators (MASA), the Michigan Association of Secondary School Principals (MASSP), the Michigan Association of Intermediate School Administrators (MI-AISD), the Michigan Education Association (MEA), and the American Federation of Teachers-Michigan (AFT_MI) to provide districts with a framework for providing training for evaluators in the form of a jointly-developed two-day series of workshops. Evaluators (principals and others) need to be trained in *how* to do an evaluation, regardless of which evaluation system they are using. We will also produce guidelines for districts to utilize as they develop their local training programs for their local evaluation systems. Again, this information will be made available to MCEEto assist them with their development and recommendation efforts. MDE has identified a large intermediate school district that is currently engaged in developing extensive training for

principals and other evaluators, and plans to partner with this ISD in order to leverage their thinking and expand our supports based on this initial work.

- We are also assisting the Persistently Lowest Achieving (which will now be priority schools as well) with the implementation of their educator evaluation systems through the intervention of the State School Reform Office (SSRO), and the hands-on assistance provided to those schools who fall under the purview of the Statewide System of Support. The Intervention Teams, district-level facilitators, and other leaders engaged in the process of turning around low-performing schools will ensure that teacher evaluation and support is carefully woven into their diagnostic treatment of performance issues.

MDE RESOURCE KIT AND OTHER SUPPORTS

*****All Resource Kit plans are inserted into the MCEE Interim Progress Report text and are denoted in italics and with a RK→ symbol*****

*****Text from the Interim Progress Report of the Michigan Council for Educator Effectiveness has background shading of light yellow.*****
Released April 27, 2012

The following common vision grounds the efforts of the MCEE:

The Michigan Council for Educator Effectiveness will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goal of this system is to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.

Design Principles for an Educator Evaluation System

It is essential that MDE have a clear set of design principles for the development of its educator evaluation system:

- Expectations should be clear and rigorous.
- The system should involve multiple measures.
- The system should enhance performance.
- The system should be committed to and structured to support ongoing educator learning and development.

Criteria for Selecting Observation Processes and Tools

With these design principles in mind, the MCEE recommends five criteria for the selection and review of observation instruments and related materials to be used by Michigan school districts:

- The instruments should be aligned with relevant state and national standards for educators.

  In Michigan, there are three relevant frameworks that need to be aligned with the educator evaluation system: the Teaching for Learning Framework (Appendix I), the School Improvement Program framework (Appendix J), and the Professional Standards for Michigan Teachers (see Appendix K). In addition, as new policies and reforms are embraced by the state, (e.g., the Common Core State Standards), educator evaluation systems must be aligned to support teachers who are adjusting curriculum and instruction to these new mandates. There are also myriad standards for teaching issued by professional organizations (e.g., the National Council for Teachers of Mathematics, the National Council for Social Studies, etc.) that are relevant.

  RK → Copies of each of the Frameworks listed above
  RK →A checklist/thought process for evaluating alignment of a given observation instruments to each of the three frameworks listed
  RK →Resources to evaluate alignment of educator evaluation system to the Common Core State Standards (drawn from other states)
  RK →Copies of other standards for teaching

- The instruments should be used both for describing practice and supporting ongoing educator learning/development.

  Although one goal of the educator evaluation system is to identify weak or underperforming teachers, the power of the system will lie in its potential to improve continually the capacity of Michigan's educator workforce. Thus the system should be designed to support teacher and principal learning over time.

  RK →examples of professional learning opportunities and strategies, tied both to content and to practice
  RK →Checklist/thought process for evaluating a district's current system to determine the extent to which it is supporting teacher and principal learning over time
  RK →Survey tool that districts can choose to use with teachers and principals to determine self-identified professional development needs

- The instruments should be accompanied by a rigorous and ongoing training program for evaluators.

  The documentation of teaching is only as good as the observer. Observers need to be trained to observe carefully, attend rigorously to the key elements of instruction, to be thorough and accurate in their note taking and assessments, and responsible in the conclusions they draw from their observations. This takes training, and every commercially available observation protocol includes substantial training. Several require annual retraining as well.

RK → Standardized process for training evaluators (key activities and steps, checklists, items for consideration)
RK → Descriptions of Principal and Assistant Principal Training Programs keyed to specific observation instruments (externally developed; MDE will simply link)for which districts can choose to attend and apply for grant funding.

- Independent research on the reliability and the validity of the instruments should be available.

Although locally developed measures or adaptations of widely used measures might be appealing to many educators, an educator evaluation system involves high-stakes decisions about employment and credentialing. Over time, therefore, it is essential that any locally developed observation instrument be rigorously examined for its reliability and validity. It is also essential to monitor fidelity of districts' use of any common state-wide protocol. Although any tool recommended as the common tool for the state will already be supported by evidence of validity, it will nevertheless depend on proper local implementation to be reliable and fair.

RK → Sample process that can be followed to establish the reliability of an instrument
RK → Sample process that can be followed to establish (or investigate) the validity of an instrument
RK → Tools to support districts in leveraging their data to establish reliability and validity of instruments. For example—standardized Excel spreadsheets into which data can be entered to assist districts in conventional reliability calculations.
RK → Information on the methodological steps and challenges in addressing reliability and validity; raise the collective data literacy of the profession in order to consider these types of questions more thoroughly
RK → Standardized process for conducting standard setting on common assessments

- The demands of the process should be feasible (in terms of personnel, time, and financial cost).

Institutionalizing educator evaluation for every teacher in every school multiple times across the year will require major changes in the work of the principal. Rigorous observation systems require pre- and post-conferences with teachers, extended and brief observations, time to review and analyze the observational data (along with additional material), and time to conference with every teacher. Efforts to short circuit and truncate these components will compromise the quality and defensibility of the evaluation system. Thus concerns for adopting a system that is feasible in terms of time, personnel, money, and other human and material resources are critical.

Observation/Evaluation Systems

Many observation and evaluation systems are currently available. Some have been developed by researchers, others by professional developers, others by educators committed to providing sound support for early career teachers. Several states—Rhode Island, North Carolina, and Colorado, for example—have developed their own protocols (often adapting aspects of other widely used observation tools). Most of these materials are not accompanied by credible research on their reliability and validity. In addition to hearing from several Michigan school principals about their observation systems, the MCEE carefully examined the following tools:

- The Marzano Observation Protocol (Marzano Research Laboratory)
- The Thoughtful Classroom (Silver Strong & Associates)
- The Five Dimensions of Teaching and Learning (The University of Washington, Center for Educational Leadership)
- Charlotte Danielson's Framework for Teaching Proficiency Test Instrument (Outcomes Associates, Inc.)
- The Classroom Assessment Scoring System (CLASS, Teachstone, Inc.)
- The TAP Rubric (National Institute for Excellence in Teaching)

All of the existing protocols are potentially aligned with MDE standards for teachers, although they differ substantially in level of detail and relevance to all grade levels and subject areas:

RK → Provide extensive information on these six observation tools, including information produced by the company, any external research or information, and reflections/observations from districts currently using these models.
RK → Showcase MCEE pilot district results using one of these six observation tools at conferences, in online profiles and case studies, and in other public venues where appropriate.

Some of the observation protocols focus exclusively on what observers might see in a classroom; others include professional responsibilities such as collaborating with other teachers, working well with parents, planning and reflecting on lessons. Very few of them have been the subject of independent research; only the Danielson Framework for Teaching and the Classroom Assessment Scoring System have substantial research in terms of instrument validity and reliability.

Lessons Learned

All of the state commissioners whom we interviewed and all of the observation system vendors emphasized several important issues. We summarize the main ones here:

- Pilot phase: A system of educator evaluation will only work to improve student learning if there is extensive buy in, understanding, and local learning. Every state commission recommended a pilot testing year, during which proposed tools and approaches can be tried out and their

feasibility and fairness analyzed. Such pilot testing enables appropriate adaptations to be developed, as well more communication and buy in. Pilot testing is also essential for assessing the feasibility of the processes proposed.

- Phasing in: Educators and evaluators cannot use a system with fidelity if they do not understand it. Each observation system involves considerable mastery of tools and processes, by both teachers and their evaluators. All vendors recommend phasing their system in. Two aims were identified:
  - Learning the tool. The observation tool is an essential catalyst for stimulating learning in the system. Principals and teachers need time to acquaint themselves with the tool, adopt the new technical vocabulary that accompanies any educator evaluation system, and reorient themselves to the changes in their responsibilities that are required by the system.
  - Training the evaluators. Every vendor emphasized the necessity of taking time to train (and in some cases, certify) the evaluators before launching the process. Untrained evaluators significantly threaten the integrity and fidelity of the implementation, which in turn compromises both its capacity to improve student learning as well as its validity and reliability.
- One observation is not enough and walkthroughs are not sufficient. Research on how many observations are needed to develop a sound description of a teacher's practice makes it clear that one observation is not sufficient, and can actually provide inaccurate information on the quality of instruction. While there is no definitive answer to the question "How many observations of what length are sufficient?", researchers conducting the Measures of Effective Teaching study have found that multiple observations lead to higher levels of reliability, and recommend that, when the data will be used for high-stakes evaluation, teachers must be observed during more than one lesson. Study authors also suggest that state and local education authorities regularly audit reliability by having outside observers conduct observations on a subset of teachers and compare scores to those from observations by school administrators.15
- There is a larger system of policies, practices, and resources that accompany the educator observation tools. This includes:
  - Training/retraining for the evaluators/principals
  - Appeals processes
  - Handbooks for teachers
  - Handbooks for principals
  - Rubrics for summative evaluations based on multiple observations
  - Technology to support observations (e.g., iPads and apps)
  - Technology to support data entry and management (including interfaces for multiple system users—for example, principals who are doing evaluations and teachers who are entering information—linked also to student assessment information)

[15] Kane, Thomas & Staiger, Douglas (2012) "Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains." Measures of Effective Teaching project, pp. 38-40. http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf

- Technical studies: Every tool needs to be evaluated for its quality. This involves conducting research on the reliability and validity of instruments (e.g., testing whether different observers using the same instrument and observing the same teacher will produce similar ratings and examining the correlation between evaluations based on observation instruments and evaluations using other empirical data).
- Communication network for ongoing educator education
- Pilot study and subsequent revisions

RK →As outlined above, we will seek to produce or gather and provide these sorts of supporting policies, practice,s and resources for the observation tools and other elements that support MCEE's work.

Challenges

In reviewing research and interviewing relevant actors in other states, the MCEE has identified several important challenges that will have to be confronted when making recommendations about the observation tool to be used.

- ✓ Challenge 1: Being fiscally and practically feasible. Only two instruments have independent, persuasive data associated with them about their reliable use (Framework for Teaching and CLASS). Both are labor intensive, and require multiple observations, as well as considerable material and personnel resources. A fair system requires the use of tested instruments that result in defensible observations and subsequent evaluations, but this costs both money and time.

- ✓ Challenge 2: Ensuring fairness and reliability. No matter what tool is selected, considerations of feasibility are important, but must be balanced by an overriding concern for fairness. Determining how many observations are required, how many observers there should be, the number of dimensions and sub-dimensions on which teachers should be evaluated, and what the necessary training and expertise of evaluations should be are crucial considerations. All of the available evidence suggests that multiple observations are needed and multiple observers need to be trained. Some of the available instruments (that do not have independent evidence associated with them) are shorter or have been streamlined for the purposes of briefer, more efficient observations, but these instruments may not produce observations that are of high enough quality to make high-stakes decisions. Principals do not have the time needed to conduct multiple observations for every teacher (in addition to end of the year conferences), nor do they have the content expertise to be qualified to make sound judgments across all content domains.

- ✓ Challenge 3: Assessing the fidelity of protocol implementation. Given the high-stakes nature of the decisions that will be made based on these observations, it is imperative that there be a rigorous system in place to check that instruments and procedures are implemented with integrity and rigor. Every vendor with whom we spoke emphasized the importance of observer training and retraining. As the use of these observations goes to scale in thousands of teachers' classrooms, data must be collected and analyses conducted to appraise whether tools are being used accurately and whether protocols for implementation are being followed.

  RK → Produce informational/educational materials to help stakeholders (like teachers and principals) understand the concept of fidelity of protocol implementation, its importance, and strategies to ensure that fidelity.

- ✓ Challenge 4: Determining the equivalence of different instruments. If the state grants waivers to school districts to use a range of observation and evaluation tools, it is imperative that evidence is collected concerning the equivalence of instruments. That is, it would be unacceptable for teachers in one district to be held to a standard that is higher or lower than another district. Thus, the state will also need to collect information to demonstrate the equivalence of judgments made using different tools.

Observations of teaching might seem straightforward and commonsensical to many. However, the council's research makes clear the need to be vigilant in demanding the rigorous and accurate use of instruments that have also been submitted to critical research and review. Doing anything less would jeopardize the integrity of the entire process, limit the policy's capacity to improve schooling for Michigan's children, and compromise the entire reason for this initiative.

Teacher Evaluation: Student Growth Model

The central purpose of teaching is to help students learn, and student growth measures can provide valuable insights into teachers' effectiveness in doing so, particularly when coupled with other measures of teaching efficacy. Given the central place that student learning holds in the initiative to develop an excellent educator evaluation system in Michigan, the MCEE is examining ways in which accounting for student growth can be effectively incorporated into the state's approach to evaluating educators. As this brief update will illustrate, much work has been done on this important component and much work remains to be completed before any recommendations can be made.

One of the first challenges for the MCEE has been to clarify exactly what is meant by "student growth." Despite its apparent simplicity, it is actually a term that has taken on a range of meanings around the country. An early task of the council was to survey the field to understand different ways this term is being used in education policy. This review has included consulting with various experts in learning measurement and modeling, reviewing work done by other states, meeting with service providers, and consulting with local school districts.

The council has found wide variance in the ways in which organizations describe student growth measurement. They differ in (1) the tests used to assess student growth, (2) the actual analytic techniques for quantifying student growth, and (3) the measures of value-added by educators to student growth. These are based on different assumptions and vary in their accuracy and reliability. Each of these three is explained briefly below.

Tests Used to Measure Student Growth

The MCEE has reviewed a range of assessments that can be used to produce estimates of student growth. These include teacher-made assessments, state tests (such as the Michigan Educational Assessment Program, or MEAP), and national norm-referenced tests (such as Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP] or Scantron Performance Series). Specific characteristics of each assessment affect what it means to track students' growth.

Quantitative Measures of Student Growth

The council's investigations so far have allowed for a broad definition of student growth, including proxies for student growth (e.g., students' percentile ranks conditioned on pretest scores), which are often used as measures of student progress. Measures of student growth and progress that are currently in use for accountability purposes around the U.S. vary from the simple to the statistically complex. Simple examples include:

- Difference scores based on pre-test vs. post-test administrations of the same test in the same grade (not in use on a large scale).
- Transition tables tracking student performance levels from one grade to the next (such as those used in Delaware, Iowa, Minnesota, and Michigan).

More complex examples include:

- Difference scores based on pre- vs. post-test administrations, where the difficulty level of the test is calibrated on a vertical scale16 to individual students' achievement levels at the time of the pre- or post-assessment (this approach is not in widespread use, but available through such instruments as the NWEA MAP).
- Difference scores based on vertically scaled tests from one grade to the next (such as those used in some states with vertically scaled assessments).
- Student growth percentile models such as those used in Arizona, Colorado, Indiana, and Massachusetts. In these models, percentile ranks of students' post-test scores are given for students who started out with similar scores on the pre-test.

[16] Vertical scales attempt to place test scores of students across grades on a common scale. For example, all students taking a particular test (regardless of grade) may fall on a vertical scale of 0 to 1000. Leveraging a common scale across grades is supposed to allow educators to compare student test score movement between adjacent grades as a way to estimate student growth. Thus, a helpful feature of vertical scales is that they allow the comparisons of test scores easily between grades. Vertical scales are not without their limitations, however. It is important to note that there is legitimate scholarly disagreement regarding the validity of vertical scales, and the council will need to consider these disagreements when making its recommendations.

Although each of these approaches satisfies a broad definition of measuring student growth, an important task of the MCEE will be to pilot these models to determine which are the most valid and reliable for use in evaluating educators.

RK →Produce and disseminate informational materials to districts and schools on these approaches to measuring student growth; pros/cons; cautions in use.

RK → Tool for using Michigan's current growth data, available from the MEAP assessments. MDE has already made this available to districts, and will continue to refine this tool. Known as the MDE Weighted PLC Tool, it helps districts and schools take their performance level change data from the MEAP assessments in reading and math in grades 3-8 that has been linked by MDE to teachers of record, and analyze it at the teacher, school, and district level. Districts and schools are able to cut and paste their linked student/teacher file into the tool, and the tool produces aggregate values using a weighted performance level change system. Districts are able to change the weights on the various performance level changes, and are also able to make decisions regarding the application of rules about student attendance or other student attributional issues.

MDE has been working with districts and schools to get this tool in their hands. Early responses from the field indicate that people find it useful. One school leader has indicated that she is seeing differences in elementary school teacher "ratings" in math and reading, and that these ratings correspond to what they would expect to see in terms of teacher strengths and weaknesses, based on observations and teachers' minors. Understanding these differences is allowing the school to help target professional development more appropriately—more reading professional development for some teachers, more math professional development for others. MDE plans to continue and expand the use of this tool and related materials, as well as continue to work with districts using the tool to gather information on best practices and utility and to share these with other districts.

Value-Added Measures

Value-added measures (VAM) attempt to isolate the effects of individual educators on the achievement or growth demonstrated by their students. VAM may be based on measures of student growth or vertical scales, but do not need to be. This is because measures of value added for an individual teacher are based on the deviation of that teacher's students' scores (or growth or progress) from the scores (or growth or progress) those students were expected to achieve based on previous achievement (and possibly other factors).

There are many different approaches to measuring the "added value" of an individual teacher's impact on students' growth, but there is legitimate and important scholarly disagreement over the appropriateness of these various approaches. Some researchers are skeptical about VAM in general because they question the validity of making causal claims about the impact of individual educators on student outcomes. The MCEE is committed to a thorough review and pilot of existing and emerging approaches, before making a final recommendation about the value-added component in MDE's educator evaluations. Although it seems common sense to be able to identify the impact a particular teacher has on students' progress, it is far from simple to do and the risks of doing it unreliably and

improperly are obvious threats to the goal of this initiative to develop a strong system to evaluate and improve educator effectiveness in Michigan.

RK→Continue to produce and disseminate informational materials to districts, schools and other stakeholders regarding value-added models, how to use them, strengths/cautions, and methodological challenges.

RK→ MDE has already forged a partnership with two different groups—one large district, and one statewide initiative—to begin running value-added models on their data in order to begin to evaluate these models in practice. We will continue these partnerships, and will produce white papers and technical documents to share with other districts as they grapple with issues related to value added modeling. We will also share these findings with the MCEE, to help inform their work.

Plans for the Future of Michigan Assessment

Because measures of growth are highly dependent on the measures of achievement used to calculate student growth, the **MCEE has taken a serious interest in the direction of state testing in Michigan as led by the Bureau of Assessment and Accountability (BAA). BAA has provided the MCEE with a detailed overview of the MDE's plan to develop additional standardized measures in the coming years and guide Michigan as the state moves to the Common Core State Standards and the supporting suite of assessments.** (See Appendix L for a high-level overview of the next five years of planned testing development in Michigan.)

As the MCEE continues to investigate current work being done on measuring student growth, council members with technical expertise have also begun to evaluate how specific approaches to growth modeling **would operate using MEAP** and other [state] assessment data. The council will continue this work in the coming months and will include their findings in a future report.

Challenges to Resolve

Measurement of student growth and "value added" are important components of educator evaluation. However, the different possible approaches present challenges that require more research and evaluation. Attributing student growth to individual educators in ways that are both fair and valid is a daunting task. MCEE is committed to addressing the challenges, and to incorporating the necessary safeguards in their recommendations. In addition to the issues entailed by the measurement of student growth and educators' added value, the MCEE has identified additional challenges that require further discussion and review:

- ✓ Challenge 1: Measurement error in standardized and local measurements. The MCEE recognizes that data collected from local and standardized assessments include some degree of random measurement error, some significant enough to lead to gross miscalculation of teachers' impact on student growth. It will be crucial to account for such measurement error in any responsible approach to including student growth and VAM in educator evaluation.

- ✓ Challenge 2: Balancing fairness toward educators with fairness toward students. The MCEE recognizes that there are significant issues to consider regarding whether demographic information should be incorporated into the statistical models used for VAM. Including such information will result in different expectations for certain groups of students based on their backgrounds, which in turn may result in maintaining or even increasing achievement gaps. While this is less fair to students, it is fairer to educators to take into account the background characteristics of their students in setting expectations for growth. Not including demographics in setting expectations for student growth is fairer toward students, but is less fair toward educators. It is important to design a system that balances fairness toward educators and students.

  RK → MDE's ongoing partnership with a large Michigan district will allow us to provide the MCEE with quantitative evidence on the impact of including demographic characteristics in the models.

- ✓ Challenge 3: Non-tested grades and subjects. Performing student growth calculations depends on having good measures in place. Measuring growth in non-tested subjects, such as art, physical education, music, etc. is a significant issue for the MCEE to address in its recommendation. An additional issue is the fact that many teachers do not teach in grades that are tested.

- ✓ Challenge 4: Tenuous roster connections between students and teachers. Fundamental to describing a teacher's influence on the learning outcomes of students is knowing which students he or she teaches, and to what degree each teacher is responsible for the instruction of each student. Based on discussions with local districts and state agencies, and national policy work, the MCEE recognizes that the student-teacher rostering relationship has a number of important challenges that need to be addressed. Repeatedly states have reported difficulties in simply determining which students were associated with which teachers.

- ✓ Challenge 5: Number of years of data. Teachers' assignments change regularly, some more than others. Teachers' work shifts as changes arise in their assignments to grade levels, subject areas, schools, and students. Instructional effectiveness must be geared to specifics of the context. Teachers also retire, while others enter the workforce. Like observations, assessments of value added are only as good as the data available, and for many teachers in tested grades and subject areas there is considerable variability in how many years of data are available.

In the coming months, the MCEE will continue to investigate these and other important issues as they relate to using student growth data to inform educator evaluation.

Combining Observation and Student Growth Scores

As this document has revealed, challenges exist in the selection of observational and student growth tools. The council has found that it is also important to consider carefully how values produced from observational and student growth tools are combined into a final evaluation score. The MCEE has reviewed the approach for combining evaluation scores in states such as New York, Ohio, Tennessee, Ohio, North Carolina, and Colorado. From these states' teacher evaluation systems, two approaches have emerged: formulaic and rubric.

In the formulaic approach (Tennessee and New York), inputs such as student growth and teacher observation are given weights and combined into a single teaching performance score by means of a formula. Combined scores are then mapped to a labeling scheme, which provides descriptions of teaching performance. For example, in New York 60 points of the evaluation are based on nationally recognized measures of teacher performance. The other 40 points are based on growth, giving a total possible of 100 points. The number of points a teacher earns is then mapped onto the following performance standards:
Ineffective: 0 – 64
Developing: 65 – 74
Effective: 75 – 90
Highly Effective: 91 – 100

Other states chose to use a rubric approach, where teacher observation data and student growth data are both independently mapped to standards of performance. For example, teachers may score a 5 in student growth, but only a 1 from observations of their teaching. The two scores are mapped to a rubric to determine the overall evaluation rating ("Partially Effective"). The rubric below is an illustrative example provided by Colorado:

Figure 42. Sample Rubric

Quality Standards Score					
5	Partially Effective	Partially Effective	Effective	Highly Effective	Highly Effective
4	Ineffective	Partially Effective	Effective	Effective	Highly Effective
3	Ineffective	Partially Effective	Effective	Effective	Effective
2	Ineffective	Partially Effective	Effective	Effective	Effective
1	Ineffective	Ineffective	Partially Effective	Partially Effective	Partially Effective
	1	2	3	4	5
	Student Growth Score				

Each of these approaches to combining scores presents challenges and opportunities. Naturally, a constraint of the rubric approach is that it is best applied to evaluation systems that equally weight two

components (such as observation and growth). However, the rubric approach has intuitive appeal to educators, and is likely easier to understand than a formulaic approach. Approaches that use a formula are fairly flexible in their weighting and the number of factors employed, but may communicate a false degree of precision. The MCEE considers the combining of component scores to be an important challenge that requires more discussion.

Other Potential Components of the Educator Evaluation System

Observations and student test scores are only two of the components of educator evaluation systems that are being developed. Other components include documents that support the observations, as well as other materials contributed by teachers, principals, students, or parents. Among the other components used in other states are the following:

- Pre-observation conferences
- Post-observation conferences
- Summative evaluation conferences
- Teacher self-assessments
- Professional accountabilities (e.g., National Heritage Academies' mid- and year-end evaluations)
- Educator growth plans (developed by teachers or administrators)
- Locally developed assessments of student learning
- Structured review of student work
- Teacher artifacts using portfolio or evidence binder processes
- Feedback from students, parents, and/or other teachers using structured survey tools
- Teacher self-reflection and progress on professional growth goals

The MCEE will continue to consider the other components that should be included in MDE's educator evaluation system.

RK → Provide districts and schools with concrete examples of these components, along with any available evidence on their use

Timeline

PA 102 of 2011 set out goals for a rigorous evaluation system intended to enhance instruction and support professional learning in Michigan. The MCEE understands the urgency of such reform, but also acknowledges the high stakes involved in restructuring educator evaluation. In order to ensure that MDE provides policy and direction that will empower teachers and leaders to meet the needs of students and improve student outcomes, the MCEE has designed the following timeline. This will allow for the thought, research, and collaboration necessary to make responsible, fair, and feasible recommendations.

Table 19. Estimated Timeline for Completing Recommendations

Month/Year	Recommendation
June 2012	Observation tool(s) Details regarding the 2012-2013 pilot year
July 2012	Other components of teacher evaluation systems
October 2012	Student growth model
November 2012	Evaluation tool for school administrators Details regarding the pilot of administrator evaluations District waiver processes and principles
April 2013	Professional certificate
June 2013	Review all recommendations and adjust based on new data and information

Looking Forward

Evidence shows that skillful instruction can dramatically increase the probability that students will learn. Such teaching is sensitive to students' environments, good at buffering interferences, and adept at promoting students' academic engagement as well as their social and emotional development. Being able to achieve our ambitious educational agenda in this state depends on building and supporting a system that can ensure that the teachers who serve in our classrooms have the requisite professional skills and know how to use them with the diversity of Michigan's 1.5 million schoolchildren.

As such, the charge presented to the MCEE is ambitious and historically significant, as it could lead to revolutionary changes in how educators are evaluated in Michigan. The council is committed to moving quickly on this charge and to learning as much from other states as possible about how to create the infrastructure, procedures, and tools necessary to create this new system.
***********End excerpt from MCEE Interim Report*****

ENSURING COMPLIANCE

In the current legislation, MDE is not given specific authority with regard to compliance with educator evaluations. MCEE ~~will be making~~ made strong recommendations that MDE be given ~~determinations regarding~~ monitoring and compliance authority to ensure that LEAs are appropriate implementing evaluation systems. MDE has strongly recommended to MCEE, the Governor, and the Legislature that any legislation for the final statewide educator evaluation system includes provisions and funding for MDE compliance monitoring of schools and districts to ensure their systems meet requirements and are implemented with fidelity. Given the high stakes of the evaluation system for teachers and administrators, we will also recommend that legislation specifies consequences for being out of compliance.

MDE also has tools available to encourage compliance. Foremost among them is the power of "light of day" reporting. In our theory of action, we make the role of data and information a central piece of the conversations that the education community will have in order to drive their work. MDE has substantially increased our reporting efforts in the past several years, providing more information regarding how districts and schools are doing, even if it is not for a formal accountability system or required report. We plan to leverage this focus on dashboards, public transparency, and reporting to help ensure compliance. Key activities will include:

1. Publishing the educator effectiveness labels in the aggregate by school and district, using the MiSchoolData portal.
2. Hold schools accountable for submitting 100% of their required effectiveness labels in the new Accountability Scorecard. This gives schools credit for submitting their labels (after conducting evaluations).

4. Use available state assessment data and the teacher-student data link to cross-reference reported educator effectiveness labels with available data. If a district is reporting all highly effective teachers, but the district, school, grade and/or individual level data suggest otherwise, this suggests the district may need to better align its system with rigorous evaluation principles. As required by the State Fiscal Stabilization Fund, through an Evaluation System Factor Survey that asks districts to respond to their progress in development and implementation, the components included in the evaluation system, and the uses of the results. The results of this factor survey will be published broadly, both at the aggregate level and with generalized findings from survey analysis.
5. Collection and review of local evaluation systems (see below for more detail).
~~5.~~6. Inclusion of educator evaluation system monitoring using existing state monitoring systems (e.g., Annual Education Report)

As part of MDE's overall approach to improving educator effectiveness, which includes more than only the educator evaluation component, workgroups have been formed in order to implement a series of recommendations regarding professional learning, preservice training, and other components of an overall educator effectiveness plan.

MDE will continue to work with stakeholders to seek input from the field as districts implement the current law that requires an annual evaluation of educators based on student growth measures and must include multiple observations, as well as the new legislation for the statewide educator evaluation system.

MDE plans to conduct a voluntary review of educator evaluation systems across the state as a means of monitoring progress of development and implementation of evaluation as described below.

Overview

MDE will institute a review process whereby districts voluntarily submit their evaluation plans (along with samples, timelines, and all materials related) for a comprehensive review of their educator evaluation systems. This would provide the districts feedback on their system that is customized and categorized into what's working with the system and what needs work.

Given the timeline for development and implementation of evaluation systems, the necessity for the system to work in a high stakes environment (public reporting of effectiveness labels), and the need to revise while putting the system into place, we believe this "beating the odds" approach that highlights districts good work would be incentive to continue their work to comply with state law.

This type of review would also allow MDE to highlight districts that have designed and are implementing rigorous evaluation systems against an MDE-developed evaluation protocol.

This would potentially allow for a more in depth study following the review through site visits and interviews. This would allow MDE to publish case study information. In addition to providing positive "light of day" reporting for districts across the state, MDE will write a summary review explaining and describing key practices across the state, as well as areas for development across systems in the state.

Purpose
Monitoring and reporting

Timeline
June 2012 – Develop communication documentation regarding the review process

July 2012 - Request for evaluation system submissions for review

August 2012 – Collect systems and begin review

September 2012 – Review paper submissions

October – Report findings

November 2012– February 2013 Conduct further research via site visits and interviews with district leaders of the "top performing" or "highest quality" or "most comprehensive" evaluation Systems

April 2013 – Publish case studies and overall findings via www.michigan.gov/baa

Resources available to support the work of educator evaluations

Districts and schools have access to several resources, including the ones named above. In addition, the systems of supports outlined throughout this application will foster diagnostic leadership on the part of school leaders and improvement specialists alike. This is an important feature of MDE's program design, in that it weaves our state's system of support back through the delivery of daily classroom instruction, and ensures the content we intend to deliver (career- and college-ready standards, as established through the Common Core) —and, indeed, are intervening to deliver in diagnostic, personalized ways, as described in Principle Two —is being achieved at the classroom level. We consider teacher evaluation to be a school improvement tool as much as any other intervention described in our waiver request.

Our Statewide System of Support will work with building- and district- level leaders to provide hands-on, specific assistance with teacher evaluation processes. As diagnostic improvement decisions are made, local leaders can use the teacher evaluation process to support staff in achieving critical results. MDE and other intervention specialists will be actively engaged in supporting local schools as they accomplish this work.

Michigan's strong educator evaluation legislation provides a legislative mandate by which the majority of this work will be accomplished. At the present time, each LEA is required to adopt the state evaluation system, or to have a high-quality system in place that meets all requirements by the 2013-2014. This provides the legislative "muscle" necessary to begin the process of ensuring that these systems are implemented.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Adopt SBAC assessments	2011-12 development activities 2012-13 technology readiness and pilot testing 2013-14 technology readiness and field testing 2014-15 technology readiness, operational implementation, and professional development	BAA staff BAA and OEII staff BAA and OEII staff BAA and OEII staff	SBAC Memorandum of Understanding SBAC Work Groups Detailed Roster	7 BAA staff actively engaged in SMARTER Balanced Work Groups 1 BAA and 1 OEII staff serving as co-State Readiness Coordinators focused on technology readiness OEII Curriculum Unit engaged in instructional support and professional development	Michigan legislation requiring administration of college entrance test in 11th grade Moving to online assessment Moving all assessments to spring
Adopt DLM assessments	2011-12 development activities 2012-13 technology readiness and pilot testing 2013-14 technology readiness and field testing 2014-15 technology readiness, operational implementation, and professional development	BAA and OSE staff BAA, OSE and OEII staff BAA, OSE and OEII staff BAA, OSE and OEII staff	DLM Memorandum of Understanding	3 BAA and 1 OSE staff actively engaged in DLM development activities OEII Curriculum Unit engaged in instructional support and professional development	Moving to online assessment Moving all assessments to spring

Adopt WIDA assessments*	2011-12 compare WIDA to Michigan's ELPA assessment (cost, standards, data, reports, etc.) 2012-13 prepare Michigan ELL community and conduct WIDA pilot testing and comparability and bridge studies 2013-14 professional development and full implementation of WIDA	BAA of OFS staff BAA and OFS staff BAA and OFS staff	January 30, 2012 WIDA meeting agenda	7 BAA and 3 OFS staff actively engaged in pursuing WIDA adoption	Replacing Michigan's ELP standards with WIDA's Professional development supporting transition activities
Modify Michigan MEAP and MME assessments to support CCSS alignment	2012-13 item development and alignment reports produced 2013-14 field test slots on MEAP and MME include CCSS content not assessed in the past; produce alignment report in light of SBAC Content Specifications 2014-15 Discontinue MEAP and MME in SBAC covered content areas	BAA and OEII staff BAA and OEII staff	Fall 2011 Sally Vaughn Memorandum	BAA Test Development and OEII Curriculum Unit	Timely professional development to Michigan's ELA and mathematics educators
Social Studies	*Refer to	BAA and		5 BAA and 2	Funding

AA-AAS	detailed timeline included with Principle 2 materials	OSE staff		OSE staff actively engaged in development and funding strategy	source for development and operational administration Developing extended social studies content standards Enhancing IEP monitoring to include social studies
Develop Michigan IBA system (grades and content areas not addressed by SBAC)	2011-12 Hire 2 FTE and release online administration RFP 2012-13 Finalize IBA test designs and develop items 2013-14 Field test and continue item development 2014-15 implement operational phase 1 IBA 2015-16 implement operational phase 2 IBA	BAA, OEII and OGS staff	2 IBA position descriptions	BAA Test Development, OEII Curriculum Unit, and OGS staff actively engaged in design and development activities	Current funding only for initial development of online, optional tests Field-testing simultaneously with SBAC and DLM Incorporation into existing MDE systems

***MDE is exploring this option and will follow this timeline once WIDA is adopted**

Acronym Key

MDE	**Michigan Department of Education**
BAA	**Bureau of Assessment & Accountability**
OEII	**Office of Education Improvement & Innovation**
OSE	**Office of Special Education**
OFS	**Office of Field Services**
OGS	**Office of Great Start**
SBAC	**Smarter Balanced Assessment Consortium**
DLM	**Dynamic Learning Maps (Alternate Assessment Consortium)**
WIDA	**World-class Instructional Design and Assessment**
AA-AAS	**Alternate Assessment based on Alternate Achievement Standards**
IEP	**Individualized Education Program**
MEAP	**Michigan Educational Assessment Program**
MME	**Michigan Merit Examination**
CCSS	**Common Core State Standards**
IBA	**Interim/Benchmark Assessments**
RFP	**Request for Proposals**

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Identify 2011-2012 priority, focus and reward cohorts	Fall 2011: Test elementary and middle school students Spring 2012: Test high school students Summer 2012: Create accountability files (i.e. apply rules for full academic year, feeder schools, etc.) By September 1, 2012 (pursuant to state law):	BAA	Top to Bottom Ranking methodology Focus methodology Reward methodology	Staff time (calculations, quality assurance checks) Enhanced reporting displays in the MI School Data portal	Given that these lists leverage an existing methodology, there are few obstacles here

	publish priority list; will publish Focus and Reward (high achieving and high improving) at the same time November 2012: Produce 2011-2012 Schools Beating the Odds list; add to reward school list This will be cohort #3 for priority schools (as Michigan has two cohorts of persistently lowest achieving schools in the pipeline) and cohort #1 for focus and reward				
AYP Determinations 2011-2012	ESEA Flexibility does NOT apply February 2012: Request modifications to current AMOs using Accountability Workbook to account for cut score change in 2011-2012 school year Late spring 2012: Calculate	BAA BAA OFS	None	Staff time Revised reporting displays to accommodate proposed changes to current AYP	Managing the interplay between ESEA Flexibility and Accountability Workbook Communicating the meaning of these designations to the field

	preliminary AYP Summer 2012: Report card appeals August 2012: Final AYP Determinations published; Annual Education Report published				
Accountability Scorecard Determinations 2012-2013	Accountability Scorecard Summer 2012 (assuming waiver is granted): Requirements gathering for new system; identify impacted areas; develop timelines Fall 2012: Draft business rules; redesign online interface in MI School Data Portal; redesign secure sites for appeals and other work Winter 2013: Write all calculation code; build new webpages Late spring 2013: Preliminary Scorecards generated; extensive	BAA	None	Extensive staff time Funds for redesign of displays in the MI School Data portal and internal secure site reporting Staff time and funds to create and implement an enhanced professional learning campaign	Represents substantial redesign of AYP system to replace with new accountability system; need appropriate time and resources to ensure accuracy

	quality assurance checks necessary Early summer 2013: Allow schools a preview and appeals window Early August 2013: Produce and publish final Accountability Scorecard (including Priority, Focus, and Reward school designations on the Scorecard) Fall 2013: Extensive professional learning campaign to educate educators, parents, and the public on the new scorecard				
Prepare for implications of adopting SBAC assessments	SBAC fully operational: 2014-2015 All assessment and accountability processes will be impacted by this shift. MDE will spend 2012-2013 and 2013-2014 identifying	BAA		Staff time Project management resources	With the SBAC assessments and systems still in development, it is difficult to plan ahead.

	processes that will be impacted by this shift and making necessary modifications. Because of our shift from fall to spring testing, our ability to produce growth measurements may be impacted. MDE will apply for appropriate exemptions at that time.				
AMAO revisions	2013-2014: full implementation of WIDA (Adoption pending) Fall 2013: Begin requirements gathering to establish necessary changes to AMAOs (based on data from the pilot testing to understand impact of new standards and new tests) Late Fall 2013: Submit revisions to Consolidated State	BAA OFS	None	Staff time	Challenge of aligning timelines

	Application for Title III Accountability to reflect new standards and cut scores Summer 2014: Run AMAOs using WIDA assessments and new targets				

Principle 3: Educator Evaluations

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
2011-2012 School Year	Districts implement locally developed evaluation systems that include student growth as a significant part March 2012: BAA returns assessment data linked to teachers based on the 2010-2011 school year data April 2012: Districts report effectiveness labels for all educators in to the Registry for Educational Personnel April 30, 2012: Michigan Council on Educator Effectiveness produces final recommendations (based on legislative timelines; does not take into account possible changes to the legislative timelines that the Council may request) By June 2012: MDE produces draft interim guidelines for districts to utilize until statewide evaluation system is created.	BAA OEII OFS OPPS Michigan Council (MDE does not control)	PA 102 (educator evaluation legislation)	Staff time	Challenges from districts regarding reporting labels Developing interim guidelines that do not interfere with the Council's recommendations

	July 2012: Districts submit Teacher/Student Data Links that reflect the 2011-2012 school year By September 2012: MDE release interim guidelines to the field				
2012-2013 School Year	Districts implement locally-developed evaluation systems. MDE continues to refine and expand interim guidelines. MDE continues ongoing pilot projects and identifies new pilot projects. March 2013: MDE returns assessment data linked to teachers based on the 2011-2012 school year April 2013: Districts submit effectiveness labels July 2013: Districts submit Teacher/Student Data Links that reflect the 2012-2013 school year *Note: Pilot projects for state-based interim assessments begin this year.	BAA	None	Staff time	
2013-2014 school year	Statewide evaluation tool slated to take effect; will replace locally developed evaluation systems (note: assumes that	BAA Michigan Council	None	Staff time	

	legislatively mandated timelines are not revised) Student growth must be included at 25% March 2014: MDE returns available assessment data linked to teachers based on the 2012-2013 school year. April 2014: Districts submit effectiveness labels. July 2014: Teacher/Student Data Link *Note: Field testing begins for state-based interim assessments				
2014-2015	First year of the Smarter Balanced Assessment Consortium assessments; will provide growth data in more grades and subjects. Statewide evaluation system. Student growth must be included at 40%.	BAA SBAC	None	Staff time	Need to substantially revise the accountability system to account for shift in testing
2015-2016	Statewide evaluation system. Student growth must be included at 50%	BAA	None	Staff time	

RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

October 20, 2011

MEMORANDUM

TO: Local and Intermediate School District Superintendents

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

SUBJECT: Waiver Request for ESEA Flexibility

The Michigan Department of Education (MDE) will request U.S. Department of Education (USED) waivers of eleven ESEA requirements established by the No Child Left Behind (NCLB) Act of 2001. These waivers will allow flexibility regarding the 2013-2014 timeline for determining Adequate Yearly Progress (AYP), implementation of school and LEA improvement requirements, rural LEAs, schoolwide programs, support for school improvement, reward schools, Highly Qualified Teacher (HQT) improvement plans, the transfer of certain federal funds, use of School Improvement Grant (SIG) funds to support priority schools, and use of 21st Century Community Learning Centers program funds.

In order to apply for and receive the waivers, the MDE must develop a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden. Information on the available waivers, principles, and submission process for the request can be accessed at http://www.ed.gov/esea/flexibility.

The MDE is currently in the process of developing its request on behalf of the SEA and LEAs, in collaboration with shareholders, with the intent to apply for the waivers on November 14, 2011.

The waiver request will be made available for public comment online at the MDE website homepage, www.michigan.gov/mde, on November 3, 2011. Notice of public comment will be posted with a link to a survey for the submission of comments. Comments will be due on November 10, 2011.

Cc: Michigan Education Alliance

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RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

November 3, 2011

MEMORANDUM

TO: Local and Intermediate School District Superintendents and Public School Academy Directors

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

SUBJECT: Public Comment Period for Michigan's Waiver Request for ESEA Flexibility

The Michigan Department of Education (MDE) will submit a request to the U.S. Department of Education (USED) for waivers of eleven ESEA requirements established by the No Child Left Behind (NCLB) Act of 2001. These waivers will allow flexibility regarding the 2013-2014 timeline for determining Adequate Yearly Progress (AYP), implementation of school and district improvement requirements, rural districts, schoolwide programs, support for school improvement, reward schools, Highly Qualified Teacher (HQT) improvement plans, the transfer of certain federal funds, use of School Improvement Grant (SIG) funds to support priority schools, and use of 21st Century Community Learning Centers program funds.

In order to apply for and receive the waivers, the MDE has developed a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden. Upon submission to USED, the initial request will go through a peer review process. It is likely that some changes will be made to Michigan's request based on this process before a final plan is approved by USED.

Michigan's initial request for ESEA Flexibility will be available for review and public comment at www.michigan.gov/mde starting Monday, November 7, 2011 at 9:00 a.m. Public comment will be open until Monday, November 14, 2011 at 12:00 p.m.

All comments should be submitted to ESEAFlexibility@michigan.gov.

Cc: Michigan Education Alliance

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RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 19, 2012

MEMORANDUM

TO: Local and Intermediate School District Superintendents and Public School Academy Directors

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

SUBJECT: Elementary and Secondary Education Act (ESEA) Waiver Webinar

Attached please find an announcement on the Michigan Department of Education's webinar on the state's ESEA Flexibility Waiver, which will be submitted to the United States Department of Education (USED) by February 21, 2012.

If you have questions about this event, please contact the Evaluation Research & Accountability Unit at MDE-Accountability@michigan.gov or 877-560-8378, option 6.

Attachment

cc: Michigan Education Alliance

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Michigan Department of Education
in collaboration with
Wayne RESA and MIStreamNet presents:

Attachment 1.C

Michigan's Application for ESEA Flexibility: Overview and Request for Feedback

A Live Videoconference and Webcast for:
All Michigan Education Stakeholders

Major topics include:

- Explanation of ESEA Flexibility Application and Process
- Proposed Plans for the Four ESEA Flexibility Principles:
  - College- and Career-Ready Expectations for All Students
  - State-Developed Differentiated Recognition, Accountability, and Support
  - Supporting Effective Instruction and Leadership
  - Reducing Burdensome Reporting
- Details of New Proposed System of Accountability and Support
- Opportunity for Stakeholder Feedback

When: **Monday, January 30, 2012, 9:30-11:30 am**
Where: Boyd Arthurs Auditorium, Wayne RESA

Email in questions during videoconference: answers@resa.net

Webcast: www.mistreamnet.org. Click on "Live Stream" link, or view the "Archived Event" 24 hours after the video conference. MIStreamNet Help Desk: Dan Falk (734-334-1308 or 734-334-1437)

The video conference will originate from Wayne RESA and will be distributed to the following participating host sites:

Bay-Arenac ISD	Lenawee ISD	Northern Michigan University
Berrien RESA	Marquette Alger RESA	Saginaw ISD
Dickinson-Iron ISD	Macomb ISD	St. Clair RESA
Gratiot Isabella ISD	Monroe County ISD	Washtenaw ISD

There is no need to register for this event at any location except Wayne RESA. To register for Wayne RESA, please use the following link: https://www.surveymonkey.com/s/NCMBF5Z. Due to Boyd Arthurs Auditorium seating capacity, registration is limited to 97 attendees.

DVD copies will be available for purchase. The cost is $10 plus $4 S&H.
Contact Brenda Hose: 734-334-1437 or hoseb@resa.net

RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 2, 2012

MEMORANDUM

TO: Local and Intermediate School District Superintendents and Public School Academy Directors

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

SUBJECT: Public Comment Period for Michigan's Waiver Request for ESEA Flexibility

The Michigan Department of Education (MDE) will submit a request to the U.S. Department of Education (USED) for waivers of ten ESEA requirements established by the No Child Left Behind (NCLB) Act of 2001. These waivers will allow flexibility regarding the 2013-2014 timeline for determining Adequate Yearly Progress (AYP), implementation of school and district improvement requirements, rural districts, schoolwide programs, support for school improvement, reward schools, Highly Qualified Teacher (HQT) improvement plans, the transfer of certain federal funds, and use of School Improvement Grant (SIG) funds to support priority schools.

In order to apply for and receive the waivers, the MDE has developed a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden.

Michigan's Request for ESEA Flexibility is now available for review and public comment at www.michigan.gov/mde. Public comment will be open until February 9, 2012.

All comments should be submitted to ESEAFlexibility@michigan.gov.

cc: Michigan Education Alliance

STATE BOARD OF EDUCATION

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ESEA Flexibility Request

Michigan Department of Education

Stakeholder Feedback Summary

During the period of development of the ESEA Flexibility Request (September 2011 – February 2012), the Michigan Department of Education (MDE) hosted or participated in numerous meetings, webinars, and conferences (see Attachment 2.B) to engage in conversation, solicit feedback, and answer questions from a diverse set of stakeholders statewide in order to develop, revise, and finalize the Request for submission to USED in February 2012. The summary below includes information on the feedback received, with key feedback from specific stakeholder groups as well as feedback received during the official Public Comment periods. MDE's Request for ESEA Flexibility highlights how this feedback was used to inform, shape, and change the design of the various systems and programs addressed in the Request.

The Michigan Education Alliance

The Michigan Education Alliance (EdAlliance) is a group comprised of many of the state's professional and education advocacy organizations, including

- American Federation of Teachers – Michigan
- Association of Independent Colleges and Universities
- Michigan Association of Intermediate School Administrators
- Michigan Association of Nonpublic Schools
- Michigan Association of Public School Academies
- Michigan Association of School Administrators
- Michigan Association of Secondary School Principals
- Michigan Association of School Boards
- Michigan Community Colleges Association
- Michigan Education Association
- Michigan Elementary and Middle School Principals Association
- Michigan Parent Teacher Association
- Michigan School Business Officers
- Michigan State University K-12 Outreach
- Middle Cities
- Presidents Council, State Universities of Michigan

The EdAlliance suggested more MDE dissemination of the Common Core State Standards at regional and statewide conferences and increased work with the higher education institutions to enhance focus on the standards, provide additional seat time waivers, and strengthen STEM initiatives. They emphasized encouraging all students to take Explore and Plan assessments and for MDE to find incentives for schools to make these tests a requirement. Due to the alignment of the proposed federal accountability system and the recommended state accreditation system, the Michigan Education Association (MEA) suggested that Michigan simply drop its current system in favor of the proposed one. There was general

support for the methodology of identifying schools as priority, focus, or reward schools, with the suggestion that focus and priority schools be notified as early as possible in order for increased action planning time. MEA recommended additional positive recognitions for schools. The group reviewed the methodology for reporting annual yearly progress (AYP) and supported AYP reflecting rigorous annual measurable objectives (AMO) in assessments covering all content areas and the alignment of 2012-2022 proficiency targets with Career and College Ready (CCR) cut scores. There was expressed concern regarding the AMO measure measures for subgroups and recommendation was made to provide differentiated targets, with Safe Harbor, for each subgroup.

The Committee of Practitioners

The Committee of Practitioners (COP), required by ESEA, is comprised of teachers, administrators, parents, members of school boards, private school representatives, adult and technical education representatives, as well as representatives of various groups representing specific subgroups, including English Language Learners and American Indian Tribes. The COP expressed general support for the consistency related to the use of the Top-to-Bottom methodology, student growth methodology, and teacher and leader evaluation/effectiveness methodology. Specific recommendations indicated that

- LEAs should be required to conduct assessments twice per year;
- Michigan should raise expectations from the current ACT state cut score;
- Assessments in common native languages be developed for math, science and social studies content areas; and
- MDE consider modifying accountability requirements for ELL students.

The committee expressed funding concerns in supporting priority and focus school interventions, recommending using a coordinated state, ISD, LEA, and school effort to allocate resources in a cohesive and focused way. There was some concern that the optional 21st Century program waiver could lead some LEAs to abuse the flexibility. Support was expressed for more emphasis to be placed on beating-the-odds schools and high growth schools in identifying “reward schools”. The group provided recommendations for recognizing such reward schools. Many supported the safe harbor methodology and generally liked the coordination of the teacher/leader effectiveness proposal with the state’s legislature. The committee expressed concern with teacher/administrator quality, both with teacher preparation and ongoing professional development.

The English Language Learner Advisory Council

The English Language Learner Advisory Council (ELLAC) is a group convened by the MDE, comprised of both MDE staff and external members. The ELLAC suggested that parents and the community have a strong role in the planning, monitoring and implementation for priority, focus, and all other schools. Concerns were raised about the methodology for subgroup gaps in assessment results, possibly masking the traditional subgroup performance and diverting attention to improving student performance.

The Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) is the advisory group required by federal IDEA law to advise the MDE and Michigan State Board of Education on matters relating to the education of students with disabilities. SEAC membership includes educators, service providers, advocates, and parents. SEAC expressed support for accountability based on the performance of all students – particularly focusing on the lowest performing 30% of students, believing this strategy to help remove the proverbial 'target' from students with disabilities as the source of not making AYP. They also supported the shift to a focus on achievement gaps and strategies to close the gaps. The committee suggested that the waiver should grant schools/districts increased flexibility in how they use at-risk funds. Finally, the committee believes that ESEA flexibility will support transparency in public reporting of student achievement, with this approach serving to unmask many students who have been underperforming yet under-served under No Child Left Behind.

The Bureau of Assessment and Accountability Advisory Council

The Bureau of Assessment and Accountability Advisory Council (BAC) identified the need to continue to refine the methodology for identifying Reward Schools. They also indicated that it will be important to continue to reevaluate the 85% achievement target over time, given the ongoing tension between "ambitious" and "attainable" and the implementation of new state assessments developed by the Smarter Balanced Assessment Consortium in 2015. Members advocated that it would strengthen the application as a whole to recognize and identify that there are issues around accountability that require more study and that we plan to conduct ongoing study to ensure that the proposed system produces the intended outcomes. The BAC also suggested that the MDE should develop interim educator evaluation guidelines while the work of the Governor's Council is being conducted in order to support districts and schools in the interim.

Teachers

Teacher input and feedback was solicited and received through public comment, MEA and AFT-Michigan comments (described above), webinar and survey, and a presentation to teachers at the annual MEA conference in February 2012.

Generally, teachers were supportive of the transition to the Common Core State Standards (CCSS). However, they express that more professional learning is needed to support good instruction in the CCSS at the classroom level.

Concern was expressed about the development of teacher evaluations through the Governor's Council. Teachers frequently cited the importance of teacher input in the development of evaluation tools as well as the need for principals to be properly trained in using the new evaluations.

Feedback on the revised accountability system was mixed. Some teachers strongly support more rigorous cut scores, the redesigned AYP system, and the move to focus on Priority and Focus schools.

Others feel that too many schools will be identified as "yellow" or "red" and that the consequences and interventions for Priority and Focus schools are too dire.

Parents

In addition to feedback solicited through the EdAlliance and Public Comment, the MDE worked with the Michigan PTA to convene a focus group of parents in Southeast Michigan to provide a forum for targeted discussion and feedback on the ESEA Flexibility Request.

Feedback from parents included

- The importance of focusing on the needs of every child, not just on groups of students and school and district performance;
- The need to emphasize supports for students with disabilities; and
- A preference for a 100% proficiency target for all students, rather than 85%.

Parents suggested that one intervention for Priority schools should focus on student behavior. They emphasized the importance of involving parents in a substantive way at the school and district levels in decision-making. Parents also encouraged the sharing of best practices with Priority schools so that they have a model from which they can build their improvement plans.

Students

Student input and feedback was solicited through a webinar specifically targeted to students and a survey sent to members of both the Superintendent's Student Advisory and an Alternative Education Student focus group and participants in the webinar.

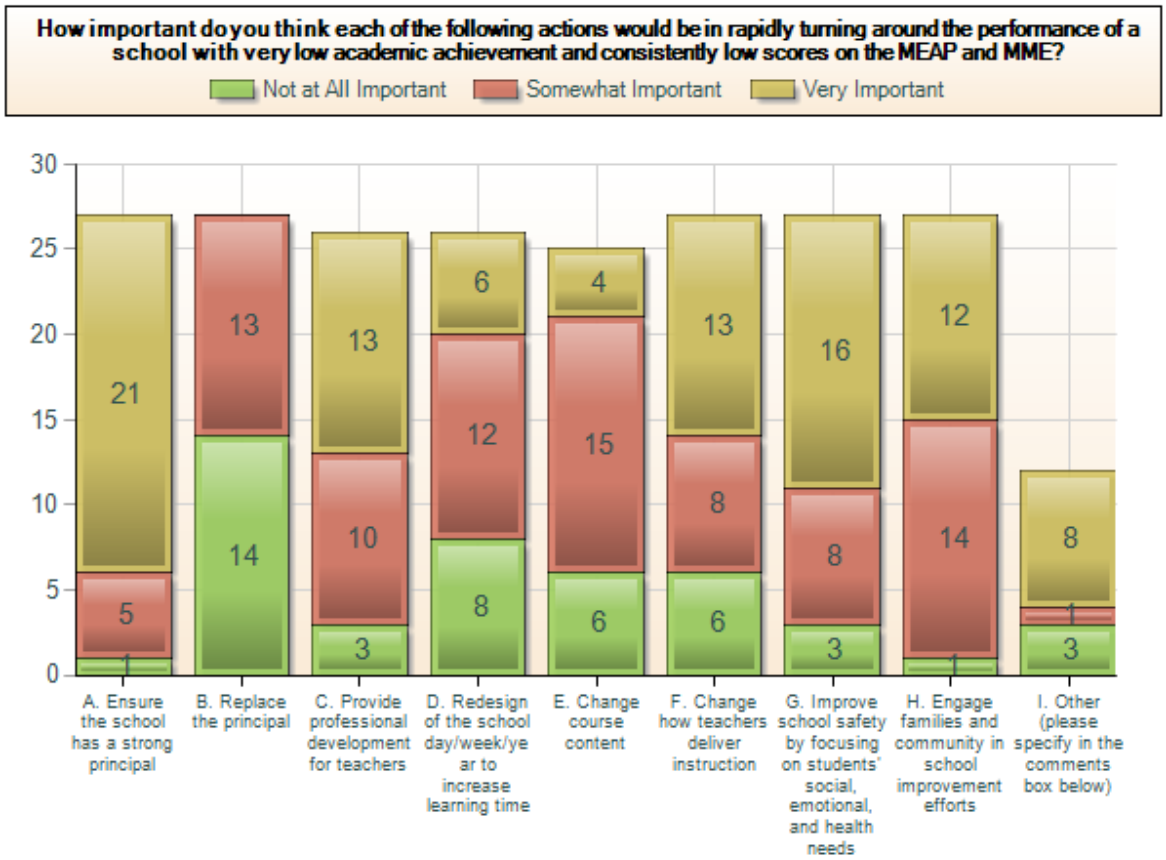
Feedback from students indicated that

- Many students express that they would like more time to prepare for state assessments with suggestions for one-on-one work, tutoring, more hands-on learning, and increased test preparation. One student would like more breaks on the longer sections of the test, stating that "I know I get bored with what I'm reading, and get lazy and guess sometimes, because I just can't focus long enough to read all the material."
- Some students do not feel their school is doing enough work to prepare them for careers and going to college. A few students further explained that there are no course offerings tailored to their specific interests.
- Many students state that their school is working to prepare them for careers and college. Some students are enrolled in online courses or alternative math and career-based elective courses that they find important for college preparation. One student states that their school even has a

class called "career preparation". Others have opportunities to attended college fairs, career expos, and college field trips, as well as and listen to guest speakers.

- Some students expressed a desire for students and schools to be recognized more for what they do achieve rather than focusing on what is not being achieved.

The online student survey asked students to provide feedback on various proposed interventions and supports for struggling schools:



The Michigan State Board of Education

MDE presented the plans for ESEA Flexibility to the State Board of Education (SBE) on December 6, 2011, and returned to give a brief update at the January 10, 2012 meeting. Comments from members of the SBE were received at the meetings, including

- Concern regarding MDE's initial proposal to use only the bottom 30% subgroup. Specifically, there was concern about masking students and about the danger of students and low performance being lost or not focused on with enough intention.

- Concern about the end target being set at 85% instead of 100% of students proficient on state assessments. SBE members were specifically concerned about this in the context of eliminating the nine original subgroups, and worried that the 15% who were not proficient would be those in disadvantaged groups.

The Superintendent of Public Instruction, Mike Flanagan, gave the Board a brief update in the January 2012 meeting. The Board was pleased with the progress of the application and specifically noted that it was a positive move to have all five subjects included and to retaining the nine traditional subgroups while adding the bottom 30% subgroup.

Governor Rick Snyder

Michigan's Governor, Rick Snyder, submitted a letter of support for Michigan's ESEA Flexibility Request to Secretary Arne Duncan (see Attachment 2.C).

PUBLIC COMMENT

Because Michigan originally intended to submit its ESEA Flexibility Request in November 2011, the MDE conducted two public comment periods – one in November 2011 and one in February 2012.

First Public Comment Period – November 2011

All but one of the 24 public comments addressed the optional 11th waiver allowing flexibility in the use of funds for 21st Century Learning Centers. The respondents advocated for the MDE to refrain from pursuing this optional 11th waiver. One comment stated that "the vagueness of the guidelines for the waiver would lead to a higher risk of fund being used inappropriately." Many of the comments indicated that parents and students appreciate and benefit from the programs offered and do not wish them to be eliminated from lack of funds. Others expressed that this provision would not serve as a general funding solution as "syphoning money away from 21st CCLC programs is unsound and does not present any clear solution to the educational struggles Michigan is facing."

The additional comment came from an administrator of a private parochial school. The respondent emphasized that any local allocation of Title I funds needs to ensure equitable services are offered to eligible private school students as well public school students.

Second Public Comment Period – February 2012

Thirty submissions were received via Public Comment in February 2012 from a diverse group of stakeholders including parents, teacher, principals, Institutions of Higher Education, professional organizations, advocacy groups, community-based organizations, local education agencies, regional education service agencies, and members of the public. The majority of comments (79%) focused on Principle 2. Respondents were generally supportive of the Request for ESEA Flexibility, citing the

benefits of higher expectations for students and schools as well as a clearer, more transparent, and fair system of accountability.

Comments indicated that

- There is a fundamental tension between “ambitious” and “attainable.” Some respondents insisted that 85% proficiency in ten years in not achievable, while others argued that nothing less than a 100% proficiency target is acceptable.
- Strong supports for Focus and Priority schools are essential, and the application would benefit from greater detail about these supports.
- Reward schools will be a good way to recognize achievement, which has been a mechanism lacking in the accountability system under the current iteration of ESEA.
- The Request for ESEA Flexibility supports and complements other education reform efforts currently in place in Michigan. As one respondent, a teacher and parent, indicated in the public comment submission,

> *"I am ecstatic about the aggressive position that the State of Michigan is taking to raise the rigor and expectations for academic achievement of all students. I am re-energized by the recognition that higher academic standards and requirements of proficiency are needed at all levels in education. The proposed Flexibility Waivers will move us in the right direction toward closing gaps and improving the quality of public education."*

Group	Sent Invitation to Meeting, Webinar, and/or Survey	Date	Attended and Provided Comments at Meeting (in-person or virtually)	Date	Participated in Webinar (Live and/or Recorded)	Date	Provided Comments via Survey During Request Development	Date	Provided Written Comments		Received Focused Solicitation of Public Comment	Date
Michigan State University K-12 Outreach	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/11/2011 2/1/2012							X	11/3/2011
Michigan Association of School Administrators	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012	X	10/25/2011	X	10/28/2011			X	11/3/2011
Michigan Association of Intermediate School Administrators	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012	X	10/25/2011			X	10/25/2011	X	11/3/2011
Michigan Association of Non-Public Schools	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012			X	10/25/2011			X	2/3/2012	X	11/3/2011
Michigan Association of Public School Academies	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012	X	10/25/2011					X	11/3/2011
American Federation of Teachers Michigan	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	11/2/2011 (@ SEAC) 11/28/2012 2/1/2012					X	11/1/2011	X	11/3/2011
Michigan School Business Officers	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012							X	11/3/2011
Michigan Association of Secondary School Principals	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012			X	10/28/2011			X	11/3/2011
Michigan Association of School Boards	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011							X	11/3/2011
Michigan Education Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 (@ BAA Advisory) 10/26/2011 2/3/2012							X	11/3/2011
Presidents Council, State Universities of Michigan	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012			X	10/25/2011					X	11/3/2011
Michigan Community College Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012									X	11/3/2011
Middle Cities Education Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012	X	10/25/2011					X	11/3/2011
Michigan Elementary and Middle School Principals Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012			X	10/25/2011					X	11/3/2011
Michigan PTA (Including Parent Members)	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 (@ BAA Advisory) 1/30/2012							X	11/3/2011
Association of Independent Colleges and Universities	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012									X	11/3/2011
Bureau of Assessment and Accountability Advisory Council	X	10/18/2011	X	10/21/2011 2/1/2012							X	
Committee of Practitioners (Title I)	X	10/12/2011 1/30/2012	X	11/3/2011 2/9/2012							X	
English Language Learners Advisory Committee	X	10/19/2011	X	11/1/2011							X	
Special Education Advisory Committee	X	10/26/2011	X	11/2/2011					X	11/3/2011	X	
The Superintendent of Public Instruction's Teacher Advisory Group	X	10/21/2011					X	10/28/2011			X	
The Superintendent of Public Instruction's Student Advisory Group	X	10/21/2011					X	10/28/2011			X	

Group	Sent Invitation to Meeting, Webinar, and/or Survey	Date	Attended and Provided Comments at Meeting (in-person or virtually)	Date	Participated in Webinar (Live and/or Recorded)	Date	Provided Comments via Survey During Request Development	Date	Provided Written Comments		Received Focused Solicitation of Public Comment	Date
Network of Michigan Educators (MI Teachers of the Year and Milken Award Winners)	X	10/21/2011 12/22/2012			X	10/25/2011	X	10/28/2011			X	
School Improvement Facilitators Network	X	10/21/2011			X	10/25/2011	X	10/28/2011			X	
Intermediate School District Advisory Council	X	10/21/2011			X	10/25/2011	X	10/28/2011			X	
Alternative Education Student Focus Group	X	10/25/2011			X	10/27/2011	X	10/28/2011				
Michigan Women's Commission	X	10/21/2011					X	10/28/2011				
Michigan Association of Administrators of Special Education	X	10/21/2011					X	10/28/2011				
21st Century Community Learning Center Providers	X	10/21/2011					X	10/28/2011				
Business Community	X	10/21/2011	X	2/3/2012			X	10/28/2011				
Hispanic/Latino Commission of Michigan	X	10/21/2011			X	10/25/2011						
Michigan Association of State and Federal Program Specialists	X	10/21/2011	X	11/10/2011 12/8/2011 1/12/2012 2/2/2012	X	10/25/2011						
Education Trust & Education Trust - Midwest	X	10/21/2011 12/22/2012	X	10/25/2011 1/31/2012 2/1/2012								
First Nations (American Indian)	X	10/21/2011	X	11/3/2011 (@ Committee of Practitioners)								
MI Alma-Latino Education and Civic Engagement Summit			X	12/9/2011								
Accountability Stakeholder Group (Accountability Specialists from ISDs, MEA, LEAs, & Ed Trust)			X	1/18/2012								
Michigan Legislature	X	12/22/2012										
Michigan State Board of Education			X	12/6/2012 1/10/2012	X	1/30/2012						
Michigan Office of the Governor									X	2/3/2012		

STATE OF MICHIGAN
EXECUTIVE OFFICE
LANSING

RICK SNYDER
GOVERNOR

BRIAN CALLEY
LT. GOVERNOR

February 3, 2012

The Honorable Arne Duncan
Secretary, United State Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I write to you in support of Michigan's application for flexibility and waivers of certain provisions of the Elementary and Secondary Education Act (ESEA). Michigan is demonstrating national leadership through our pursuit of an ambitious Career- and College- Ready agenda, including the adoption of rigorous K-12 common content standards, establishment of a robust educator evaluation system, implementation of the State School Reform Office and the Education Achievement Authority to support our lowest performing schools in making swift academic turnarounds, and revision of cut scores on our state assessments to reflect readiness for career and college.

While the implementation of each of these reforms has not been easy, each has been necessary to the future of our students and of our state. Michigan is committed to reinvention, with nothing more important to that process than making our education system a success for students, educators, families, and our economy.

While the current iteration of ESEA has pushed us to focus on student achievement for all students and create robust measures of accountability to ensure that no child is left behind, Michigan is ready to move further. The waivers provided under the ESEA Flexibility package will provide the agility that we need within our education system to focus resources where they are most needed, move further in holding schools and districts accountable for increasing student achievement and closing achievement gaps, and provide encouragement and reward to those who are getting the job done.

I strongly urge the Department to approve Michigan's request for ESEA Flexibility so that we may be afforded the flexibility that we need to continue the reinvention of our education system.

Sincerely,

Rick Snyder
Governor

GEORGE W. ROMNEY BUILDING • 111 SOUTH CAPITOL AVENUE • LANSING, MICHIGAN 48909
www.michigan.gov

News Release

Contact: Martin Ackley, Director of Communications, (517) 241-4395

Public Welcome to Review and Comment on State's Federal Flexibility Waiver Request

February 2, 2012

LANSING – The Michigan Department of Education (MDE) has opened for public review and comment its proposed federal waiver application of 10 requirements established by the No Child Left Behind (NCLB) Act of 2001.

These waivers will allow needed flexibility for public schools in Michigan regarding

- the 2013-2014 timeline for determining Adequate Yearly Progress (AYP);
- implementation of school and district improvement requirements;
- rural districts;
- school-wide programs;
- support for school improvement;
- Reward Schools;
- Highly Qualified Teacher (HQT) improvement plans;
- the transfer of certain federal funds; and
- use of School Improvement Grant (SIG) funds to support priority schools.

In order to apply for and receive the waivers, the MDE has developed a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden.

Michigan's request for federal Elementary and Secondary Education Act (ESEA) flexibility is available now for review at: http://www.michigan.gov/mde/0,4615,7-140--270543--,00.html

Public comment will be open until February 9, 2012 and should be submitted to: ESEAFlexibility@michigan.gov

# # #

Attachment 3.B

State seeks waivers on some No Child Left Behind rules for schools

The Michigan Department of Education is seeking public comment through Thursday on its application to receive waivers from some of the rules of the federal No Child Left Behind law.

The waivers would, among other things, allow the state to set lower proficiency goals for schools, for now, make more schools accountable and better intervene in the schools that most need help.

No Child Left Behind -- the 10-year-old law that governs elementary and secondary education in the U.S. -- requires states to identify schools for improvement and penalize them if they don't meet academic goals, known as adequate yearly progress. The goal is that all students in the U.S. pass state exams in reading and math by the 2013-14 school year.

But a growing number of schools -- nearly half nationwide this year and about 21% in Michigan -- are failing to meet the mandates. The Obama administration is encouraging states to apply for waivers.

There are strings attached, though. Michigan and other states would have to provide evidence that they're working to turn around failing schools, provide incentives to high-achieving schools, strengthen teacher and administration evaluations and provide data about college-readiness.

Last fall, 11 states applied for waivers. Michigan and other applicants must have their requests in by Feb. 21.

Among the changes Michigan would make in complying with the law:

• The state would create a system in which individual goals are set for each school, rather than the current practice of expecting all 4,000 or so schools to meet the same goals.

Some like this approach.

"You want to be acknowledging and giving credit to schools that are making improvements from where they are," said Robert Floden, co-director of the Education Policy Center at Michigan State University.

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Attachment 3.B

• Schools would need to shoot for having 85% of their students proficient on state exams by the 2021-22 school year -- rather than the current goal of 100% by the 2013-14 school year -- to meet the law's goals and avoid sanctions. However, once a school reaches 85% proficiency, the state would reset the goals and expect improvement toward 100% proficiency.

• Schools would receive a scorecard with a red, yellow or green rating based on how well goals are met. Green would be best.

• Schools would have to be accountable for a new group of students -- the lowest performing 30% in a building. That group would be added to nine current subgroups representing students based on racial, economic, English-speaking ability and special education status. Under current rules, schools not only have to be accountable for the performance of all students, but also for each subgroup. Many schools have been identified for improvement solely because a subgroup didn't meet the law's goals.

Joseph Martineau, director of the Bureau of Assessment and Accountability, has said that the creation of the new subgroup would address concerns about 700 schools that have never had to be accountable for subgroups because they don't have large numbers of them.

• The state would identify the worst-performing schools as priority schools and p rovide a range of assistance to them. Top-performing schools would be designated as reward schools. The state admits it has no money to reward the schools financially, but other types of incentives would be provided, including recognition at state conferences, videos highlighting their success and inclusion in networking meetings.

More Details: Have your say

To see the Michigan Department of Education's application for waivers from some rules of the federal No Child Left Behind law, go to www.michigan.gov/mde and look for the ESEA Flexibility Request Application under "Current Topics."

To comment through Thursday, send an e-mail to eseaflexibility @michigan.gov.

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Attachment 3.C

Michigan invites public to review, comment on waiver request for No Child Left Behind

Published: Thursday, February 02, 2012, 4:30 PM Updated: Thursday, February 02, 2012, 4:42 PM

By **Monica Scott | MLive Media Group**

The Grand Rapids Press

Students participate in the TEAM 21 after school program at Gladiola Elementary last year.

GRAND RAPIDS - The **state Department of Education** (MDE) has opened for public review and comment its proposed federal waiver application of 10 requirements established by the **No Child Left Behind** (NCLB).

The law, implemented under former President Geoge W. Bush, has a goal of making sure all students reach proficiency in math and reading by 2014, but states are far from achieving that mark. A lot of schools are expected to be out of compliance, subjecting them to penalties.

Educators widely agree the law needs to be changed but it is credited for exposing inequalities. In September, President Barack Obama announced states could apply for waivers and drop the proficiency requirement if they met conditions designed to better prepare and test students.

Public comment will be open until Thursday, Feb.9 and should be submitted to ESEAFlexibility@michigan.gov.

State officials say these waivers will allow needed flexibility for public schools in Michigan regarding the following:

• 2013-2014 timeline for determining Adequate Yearly Progress (AYP);

Attachment 3.C

•implementation of school and district improvement requirements;

•rural districts;

•school-wide programs;

•support for school improvement;

•Reward Schools;

•Highly Qualified Teacher (HQT) improvement plans;

•the transfer of certain federal funds; and

•use of School Improvement Grant (SIG) funds to support priority schools.

Michigan's request for federal Elementary and Secondary Education Act (ESEA) flexibility is available now for review on the state**website**.

In order to apply for and receive the waivers, the MDE officials say it has developed a comprehensive request based on four principles: Career- and College-Ready expectations for all students; state-developed differentiated recognition, accountability, and support; supporting effective instruction and leadership; and reducing duplication and unnecessary burden.

Email:Monica Scott at mscott@grpress.com and follow her on Twitter at Twitter.com/GRPScotty.

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AGENDA

MICHIGAN
STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
Fourth Floor, John A. Hannah Building
608 West Allegan
Lansing, Michigan

December 6, 2011
9:30 a.m.

I. CALL TO ORDER

II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

COMMITTEE OF THE WHOLE MEETING

III. DISCUSSION ITEMS

A. Presentation on Elementary and Secondary Education Act Flexibility (Education Improvement and Innovation – Linda Forward; Assessment and Accountability – Joseph Martineau)

B. Presentation on Smarter/Balanced Assessment Consortium (SBAC) (Assessment and Accountability – Joseph Martineau)

C. Discussion Regarding Criteria for Grant Program

- Criteria for the Title II Part A(1): Improving Teacher and Principal Quality Grant, No Child Left Behind Act (Professional Preparation Services – Flora Jenkins)
- Criteria for Evaluation for the 21st Century Community Learning Centers Program (Early Childhood Education and Family Services – Lindy Buch)

IV. RECESS

NOTE: The public will be given an opportunity to comment prior to a vote. Because it is impossible to project an exact time for each item, the public is encouraged to attend the entire meeting to be assured an opportunity to comment on a specific item.

The State Board of Education agenda and material are available on the web at www.michigan.gov/mde

State Board of Education meetings are open to the public. Persons with disabilities needing accommodations for effective participation in the meeting should contact the Office of the State Board of Education at 517/373-3902 (voice) or 517/373-9434 (TDD) a week in advance to request mobility, visual, hearing, or other assistance.

REGULAR MEETING

V. CALL TO ORDER

VI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

D. Approval of Minutes of Regular and Committee of the Whole Meeting of November 8, 2011

VII. PRESIDENT'S REPORT

VIII. REPORT OF THE SUPERINTENDENT (Items on the Report of the Superintendent include information on administrative decisions made by the Superintendent. The documents are provided to the members of the Board for their information.)

Report

E. Human Resources Report

Grants

F. Report on Grant Awards

- 2010-2011 21st Century Community Learning Centers (21st CCLC) Before- and After-School Summer Program Expansion Grant – Amendment (Early Childhood and Family Services – Lindy Buch)
- 2011-2012 Mathematics and Science Centers – Initial (Education Improvement and Innovation – Linda Forward)
- 2011-2012 State School Aid Act Section 99(6) Mathematics and Science Centers – Initial (Education Improvement and Innovation – Linda Forward)
- 2010-2011 ARRA Title I School Improvement Grant – Amendment (Education Improvement and Innovation – Linda Forward)
- 2011-2012 Title I, Part D – Prevention and Intervention for Neglected and Delinquent – Amendment (Field Services – Mike Radke)
- 2011-2012 Title I, Part D – Prevention and Intervention for Neglected and Delinquent – Amendment (Field Services – Mike Radke)
- 2011-2012 Title III, Part A, Immigrant Program – Initial (Field Services – Mike Radke)
- 2011-2012 Title III – English Language Acquisition Program – Initial (Field Services – Mike Radke)
- 2011-2012 McKinney-Vento Homeless Students Assistance Grant – Initial (Field Services – Mike Radke)

IX. REPORT OF MICHIGAN TEACHER OF THE YEAR

X. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

XI. DISCUSSION/ACTION ITEMS

G. State Board of Education 2012-2013 Education Budget Recommendations, and 2013-14 Budget Recommendations Planning Process

H. State and Federal Legislative Update (Legislative Director – Lisa Hansknecht)

XII. CONSENT AGENDA (Items are on the consent agenda to be voted on as a single item by the Board. Board members may remove items from the consent agenda prior to the vote. Items removed from the consent agenda will be discussed individually.)

Criteria

I. Approval of Criteria for the Title II Part A(1): Improving Teacher and Principal Quality Grant, No Child Left Behind Act (Professional Preparation Services – Flora Jenkins)

J. Approval of Criteria for Evaluation for the 21st Century Community Learning Centers Program (Early Childhood Education and Family Services – Lindy Buch)

XIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

XIV. FUTURE MEETING DATES

A. Tuesday, January 10, 2012 (9:30 a.m.)
B. Tuesday, February 14, 2012 (9:30 a.m.)
C. Tuesday, March 13, 2012 (9:30 a.m.)
D. Tuesday, April 10, 2012 (9:30 a.m.)

XV. ADJOURNMENT

INFORMATIONAL FOLDER ITEM

Information on Nominations to the Special Education Advisory Committee (SEAC)

Information on the Early Childhood Investment Corporation (ECIC) Great Start Collaboratives Legislative Report

MINUTES

STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

January 10, 2012
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman
Mr. John C. Austin, President
Dr. Casandra E. Ulbrich, Vice President
Mrs. Nancy Danhof, Secretary
Mrs. Marianne Yared McGuire, Treasurer (via telephone)
Dr. Richard Zeile, NASBE Delegate
Mrs. Kathleen N. Straus
Mr. Daniel Varner
Mrs. Eileen Weiser

Also Present: Mr. Paul Galbenski, 2011-2012 Michigan Teacher of the Year

REGULAR MEETING

I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:42 a.m.

II. AGENDA FOLDER ITEMS

A. Minutes of the Regular and Committee of the Whole Meeting of December 6, 2011, as revised

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

Mr. Austin moved, seconded by Mrs. Weiser, that the State Board of Education approve the agenda and order of priority.

The vote was taken on the motion.

Ayes: Austin, McGuire, Straus, Ulbrich, Varner, Weiser, Zeile
Absent: Danhof

The motion carried.

IV. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND MICHIGAN TEACHER OF THE YEAR

Mrs. Marilyn Schneider, State Board Executive, introduced members of the State Board of Education and the Michigan Teacher of the Year.

V. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN

Mr. Flanagan offered condolences to Mrs. Elizabeth Bauer, former State Board of Education member, on the recent passing of her husband, George.

VI. RECESS

The Board recessed the Regular Meeting at 9:44 a.m.

COMMITTEE OF THE WHOLE MEETING

VII. CALL TO ORDER

Mr. Flanagan called the Committee of the Whole Meeting to order at 9:45 a.m.

VIII. PRESENTATION ON MI SCHOOL DATA

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Dr. David Judd, Director of Psychometrics, Accountability, Research and Evaluation in the Bureau of Assessment and Accountability; Mr. Tom Howell, Director, Center for Educational Performance and Information; and Mr. Paul Bielawski, School Data Manager, Center for Educational Performance and Information; presented MI School Data.

Mr. Flanagan said the MI School Data portal provides Michigan education data to help educators, parents, and community members make informed educational decisions to help improve instruction and enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college and careers.

Mr. Howell and Mr. Bielawski provided information via a PowerPoint presentation.

Board members said they appreciate the rich source of data available through www.MISchoolData.org. They asked clarifying questions and offered suggestions for improvement. There was discussion regarding the balance of sharing complex data and making the website user friendly.

IX. PRESENTATION ON THE REVISED STANDARDS FOR THE PREPARATION OF TEACHERS OF LIBRARY MEDIA (ND)

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Dr. John VanWagoner, Interim Assistant Director, Professional Preparation Services; and Mr. Thomas Bell, Higher Education Consultant; presented the Revised Standards for the Preparation of Teachers of Library Media (ND).

Mr. Flanagan said in order to prepare teachers to meet the needs of P-12 school districts, the Library Media standards have been revised to show the adoption of the national standards for Library Media by the American Library Association. He said a referent committee was responsible for reviewing the national standards and making the recommendation for adoption.

Board members asked clarifying questions, and suggested edits. There was discussion regarding the amount of time allowed for field review before documents are approved by the Board.

Following field review, the standards will be presented to the Board for approval in March.

X. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN

Mr. Flanagan introduced Ms. Susan Broman, Deputy Superintendent, Office of Great Start, who was in attendance at the meeting. He said Ms. Broman will officially join the Department on January 23, 2012.

XI. PRESENTATION ON STATUS OF 2011-2012 STATE BOARD OF EDUCATION/ MICHIGAN DEPARTMENT OF EDUCATION REFORM PRIORITIES

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer, presented Status of 2011-2012 State Board of Education/Michigan Department of Education Reform Priorities.

Mr. Flanagan said this is a review of the progress made on the State Board of Education/Michigan Department of Education Reform Priorities for 2011-2012, as adopted by the Board on June 14, 2011. He said a progress review will be presented annually at the January Board meeting.

Dr. Vaughn reviewed the priorities noting progress and completion.

Mr. Austin said he appreciates the work done by staff to complete priority items. He said he is eager to make progress on opportunities for students to participate in early and middle colleges; dual enrollment; and Any Time, Any Place, Any Way, Any Pace. He said it is also important to advance

teacher quality support efforts. Mr. Flanagan said those topics are under discussion, and he suggested that they be topics for the Board's retreat.

Mrs. Weiser said digital learning requires a discussion at the state level regarding special education and other supports to allow the experience to be successful. Mr. Flanagan said there is a group working on the topic.

XII. PRESENTATION ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AND TRIAL URBAN DISTRICT ASSESSMENT RESULTS

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; and Dr. Joseph Martineau, Director, Bureau of Assessment and Accountability; presented National Assessment of Educational Progress and Trial Urban District Assessment Results.

Mr. Flanagan said Mrs. Weiser requested this presentation.

Mrs. Weiser said the Trial Urban District Assessment (TUDA) is the only assessment in the National Assessment of Educational Progress (NAEP) that attributes data to specific city school districts. She said it is done by request of the Council of Great City Schools, and large city school districts volunteer to participate.

Dr. Martineau said NAEP is sponsored by the U.S. Department of Education and provides periodic report cards on a number of subjects. He said the *Nation's Report Card* compares performance among states, urban districts, private and public schools, and student demographic groups. He said the governing body is the National Assessment Governing Board, and Mrs. Weiser is a member.

Dr. Martineau said TUDA began in 2002 and is designed to explore using NAEP to measure performance at the large district level. He said Detroit volunteered to participate in the past two assessments in 2009 and 2011.

Dr. Martineau provided information via a PowerPoint presentation.

Mrs. Weiser said while Detroit is starting at the bottom of U.S. cities, they are starting to show increased student progress on TUDA which we hope will lead to significant gains soon. Mrs. Weiser said the full TUDA Report is available at http://nationsreportcard.gov, and *Pieces of the Puzzle – Factors in the Improvement of Urban School Districts on the National Assessment of Educational Progress* is available at www.cgcs.org.

Mrs. McGuire asked if the same Detroit schools were assessed in 2009 and 2011. Dr. Martineau said they were not the same schools, but through random representative samplings they are statistically comparable.

XIII. DISCUSSION REGARDING CRITERIA FOR GRANT PROGRAM

There were no Board member comments regarding grant criteria.

XIV. ADJOURNMENT

The Board adjourned the Committee of the Whole at 12:02 p.m. and reconvened the Regular Meeting at 1:02 p.m.

Mrs. McGuire ended her telephone connection at 12:02 p.m.

REGULAR MEETING

XV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

Approval of Minutes of Committee of the Whole and Regular Meeting of December 6, 2011

Mrs. Danhof moved, seconded by Dr. Ulbrich, that the State Board of Education approve the Minutes of the Committee of the Whole and Regular Meeting of December 6, 2011.

Mr. Austin said the agenda folder contains edits to the Minutes which will be incorporated into the final version.

The vote was taken on the motion.

Ayes: Austin, Danhof, Straus, Ulbrich, Varner, Weiser, Zeile
Absent During Vote: McGuire

The motion carried.

XVI. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

A. Dr. Kristin Fontichiaro, Ann Arbor, Michigan. Dr. Fontichiaro, University of Michigan School of Information, provided verbal comments in support of K-12 library learning standards.

B. Ms. Sandra York, Ann Arbor, Michigan. Ms. York, Executive Director, Michigan Parent Teacher Association (PTA), provided verbal comments on the PTA Reflections Program where Michigan students will have artwork displayed at the U.S. Department of Education in Washington, DC.

C. Mr. John Lauve, Holly, Michigan. Mr. Lauve provided verbal and written comments regarding his annual report.

Mrs. McGuire resumed her telephone connection at 1:15 p.m.

XVII. PRESIDENT'S REPORT

Mr. Austin said the Board unanimously approved Budget Priority Recommendations at its December meeting. He said there is a budget surplus, and he is reinforcing the importance of strategically investing in education priorities.

Mr. Austin said at its December meeting, the Board also approved a process for taking a comprehensive look at the education funding system. He said he will report on that at a future meeting.

Mr. Austin said with the passage of legislation expanding charter schools and choice, he personally is concerned that all schools be schools of quality. He said there also is a need to challenge charter schools to develop quality high schools. He said he heralds the accountability and transparency provisions in the legislation.

XVIII. REPORT OF THE SUPERINTENDENT

Reports

E. Human Resources Update

F. Report on the Department of Education Cosponsorship

Grants

H. Report on Grant Awards

- 2010-2011 William F. Goodling Even Start Family Literacy Program Grants – Amendment
- 2011-2012 Safe and Supportive Schools Grant – Amendment
- 2011-2012 U.S. Dept. of Agriculture (USDA) Fresh Fruit and Vegetable Program (FFVP) – Amendment
- 2010-2011 ARRA Title I School Improvement Grant – Amendment
- 2011-2012 Mathematics and Science Partnership (MSP) Grant Program (Title II, Part B) – Initial
- 2009-2010 Enhancing Education Through Technology, Title II, Part D, Competitive Program, Regional Data Initiatives Continuation Grant – Initial
- 2010-2011 Enhancing Education Through Technology, Title II, Part D, Competitive Program, Regional Data Initiatives Continuation Grant – Initial
- 2009-2010 Enhancing Education Through Technology, Title II, Part D, Competitive Program, Michigan Education Data Portal Grant – Amendment

- 2011-2012 Title I, Part D – Prevention and Intervention for Neglected and Delinquent – Amendment
- 2010-2011 Title III – English Language Acquisition Program – Amendment

Mr. Flanagan provided an update on the Department's application for Elementary and Secondary Education Act Flexibility that is being submitted to the U.S. Department of Education in mid-February.

Mr. Flanagan said Benton Harbor Area Schools should be acknowledged for working diligently to make significant progress on the elimination of its deficit.

Mr. Flanagan said school districts in Michigan received their Fall 2011 MEAP student-level results the week of December 12, 2011. He said this is the third consecutive year that schools have received the data prior to winter break.

Mrs. Danhof left the meeting at 2:00 p.m.

XIX. REPORT OF THE MICHIGAN TEACHER OF THE YEAR

Mr. Paul Galbenski, 2011-2012 Michigan Teacher of the Year, presented the Report of the Michigan Teacher of the Year. He provided a verbal update to his written report including Widening Advancement for Youth, Southfield-Lathrup High School presentation on career and technical education programs, America's Marketing High School – Super Bowl Project, Oakland Counselors Association Meeting, School Improvement Conference, Governor's Council on Educator Effectiveness, Network of Michigan Educators Meeting, Oakland Schools Education Foundation Board Meeting, and Oakland County Transition Coordinators Meeting.

XX. STATE AND FEDERAL LEGISLATIVE UPDATE

Ms. Lisa Hansknecht, State and Federal Legislative Director, presented the State and Federal Legislative Update.

Ms. Hansknecht said the School Quality Workgroup is a bipartisan, bicameral workgroup that has been established as a requirement of the charter school expansion bill. She said the members must make recommendations to the Education committees in both chambers on measures to be taken to improve educational quality in all public schools. She said the workgroup will submit its recommendations by March 30, 2012.

Dr. Ulbrich asked if the State Board of Education and the education community will be asked to provide input in the School Quality Workgroup. There was Board consensus that the State Board of Education Legislative Committee will look for common ground to provide input.

Ms. Hansknecht provided an update on dual enrollment and shared time legislation, cyber schools legislation, burdensome reports, accreditation, and the budget.

Mrs. Straus asked if the State Board of Education's Model Anti-Bullying Policy will be made available to school districts as they review and develop policies prohibiting bullying, as required by the passage of Matt's Safe School Law (MCL 380.1310b). Mr. Flanagan said superintendents will receive a reminder notice.

XXI. CONSENT AGENDA

Approval

J. Approval of Professional Learning Policy and Standards

Criteria

K. Approval of Criteria for the Training and Technical Assistance Grant for the 21st Century Community Learning Centers Program

Mr. Austin moved, seconded by Dr. Zeile, that the State Board of Education approve the Consent Agenda as follows:

J. approve the Michigan Department of Education Professional Learning Policy and the Michigan Department of Education Standards for Professional Learning, as attached to the Superintendent's memorandum dated January 3, 2012; and

K. approve the Criteria for Training and Technical Assistance Grant for the 21st Century Community Learning Centers Program, as described in the Superintendent's memorandum dated December 11, 2011.

Mr. Austin said Mrs. Danhof, prior to leaving the meeting, asked him to convey her concerns regarding the continuum of professional learning. He said he trusts it is included in the Professional Learning Policy and Standards.

Mrs. Straus suggested that the definition of "job embedded" be more clearly defined in the guidance document.

The vote was taken on the motion.

Ayes: Austin, McGuire, Straus, Ulbrich, Varner, Weiser, Zeile
Absent: Danhof

The motion carried.

XXII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

There were no additional comments by State Board of Education members.

XXIII. TENTATIVE AGENDA FOR NEXT MEETING

Mr. Flanagan said Board members may contact a member of the Agenda Planning Committee comprised of Mr. Austin, Dr. Ulbrich, and Mrs. Danhof with suggestions for agenda topics.

XXIV. FUTURE MEETING DATES

A. Tuesday, February 14, 2012 (9:30 a.m.)
B. Tuesday, March 13, 2012 (9:30 a.m.)
C. Tuesday, April 10, 2012 (9:30 a.m.)
D. Tuesday, May 8, 2012 (9:30 a.m.)

XXV. ADJOURNMENT

The meeting adjourned at 2:35 p.m.

The video archive of the meeting is available at www.michigan.gov/sbe.

Respectfully submitted,

Nancy Danhof
Secretary

Attachment 4.A

State Board of Education Unanimously Adopts Common Core Standards

Contact: Martin Ackley, Director of Communications 517.241.4395
Agency: Education

June 15, 2010

LANSING - The State Board of Education unanimously adopted today the Common Core Standards - a set of rigorous, college and career-ready K-12 curriculum standards that states across the nation are considering adopting to bring consistency in education across the states.

With this action, Michigan formally adopts the final Common Core Standards that are internationally benchmarked in English Language Arts and mathematics, formalizing Michigan's agreement to integrate the standards into the state's public education system.

"This is an historic moment for Michigan," said State Board of Education President Kathleen N. Straus. "With the implementation of the Common Core State Standards, teachers and administrators will have an instructional blueprint to ensure all Michigan students are college and career-ready."

The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) involving the Governors and state commissioners of education from 48 states, two territories and the District of Columbia, committed to developing a common core of state standards in English Language Arts and mathematics for grades K-12.

"Michigan has been a national leader in the development of rigorous academic standards," said Mike Flanagan, State Superintendent of Public Instruction. "The adoption of these standards will for the first time provide states with clear and consistent educational goals and represent a logical next step in our state's efforts to embrace high learning."

The standards have been guided by the best available evidence and the highest standards across the country and globe and were designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both real world requirements and the realities of the classroom.

"The Common Core Standards are built on the best state standards," Flanagan said. "These standards provide the content; they aren't telling states or school districts how to teach these content standards."

The Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

Related Content
- Traverse City West High School Teacher Receives National Milken Educator Award
- State Has Measures in Place to Ensure Integrity in MEAP Testing
- State Board Gives Nod to Improved Standards for State Assessment Scores
- The Library of Michigan Launches its 2011 Michigan Reads! Program with Devin Scillian's Memoirs of a Goldfish
- 98 Lowest Achieving Schools Identified; and Latest "Top-to-Bottom" School Rankings Released
- Acclaimed children's author Gary Schmidt Wins 2011 Michigan Author Award
- Higher Expectations Cause More Schools to Not Make Adequate Yearly Progress in 2011
- Michigan High School Students on Track for College Readiness
- Online Map Hopes to Ease Michigan Summer Hunger Challenges for Youths
- 24 Michigan Schools Awarded Federal Improvement Funds to Raise Achievement
- Career and Technical Educator at Oakland Schools Named 2011-12 Michigan Teacher of the Year
- State Board of Education To Host Public Forums on Education
- State Board Supports Reform Initiatives In Governor Snyder's Education Message
- Student "Letters About Literature" Writers Win Accolades and National Awards!
- MEAP Math and Reading Scores Climb since Rigorous Standards Adopted; Achievement Gaps Narrow
- Snyder celebrates math on National Pi Day
- Flanagan asks districts to help efforts to assist children of military families

Attachment 4.A

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content and application of knowledge through higher order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.

- State Board Approves Reform Priorities
- Hunger Doesn't Take A Summer Vacation - More Sponsors Needed To Make A Real Difference in the Lives of Hundreds of Thousands of Hungry Michigan Children
- College Goal Sunday Helps Students, Families File for College Financial Aid

Michigan implemented new nationally recognized K-8 grade level content expectations in 2004 and high school content expectations in 2006 for English Language Arts and mathematics. Both are closely aligned to the Common Core State Standards which will minimize instructional changes and adjustments.

"I see this as that next step in our education system," said State Board of Education Vice President John C. Austin. "It's really an extension of the work we've done here over the past several years. These Common Core Standards are consistent with the high expectations we've hold here in Michigan."

To help teachers successfully implement the standards, the Michigan Department of Education, Intermediate School Districts and other partner groups will provide support and training starting in the fall of 2010. Teachers will begin to provide instruction related to the standards by the fall of 2012. It is anticipated that students will be assessed on the Common Core Standards beginning in 2014.

The Common Core State Standards will enable participating states to:

- Articulate to parents, teachers, and the general public expectations for students.
- Align textbooks, digital media and curricula to the internationally benchmarked standards.
- Ensure professional development for educators is based on identified need and best practices.
- Develop and implement an assessment system to measure student performance against the common core state standards.
- Evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards.

More information about the Common Core State Standards initiative including key points for both English language arts and mathematics is available at http://www.corestandards.org/.

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MINUTES

STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

June 15, 2010
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman
Mrs. Kathleen N. Straus, President
Mr. John C. Austin, Vice President
Mrs. Carolyn L. Curtin, Secretary
Mrs. Marianne Yared McGuire, Treasurer
Mrs. Nancy Danhof, NASBE Delegate
Mrs. Elizabeth W. Bauer
Ms. Casandra E. Ulbrich
Mr. Michael Zeig, representing Governor Jennifer M. Granholm, ex officio

Absent: Mr. Reginald M. Turner

Also Present: Mr. Rob Stephenson, 2009-2010 Michigan Teacher of the Year

REGULAR MEETING

I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:38 a.m.

II. INFORMATIONAL FOLDER ITEMS

A. Information on Special Education Advisory Committee Quick Notes – Meetings of April 7, 2010 and May 5, 2010

B. Information on the Three-Year Report on the Michigan Test for Teacher Certification Results for 2006-2009

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

A. Adoption of Resolution Honoring Lucia Campbell (Item W) – added to agenda

B. Criteria for Combined Title I Statewide System of Support and High Priority Schools Technical Assistance Grant (Item X) – added to agenda

C. Criteria for Allocation of Title I School Improvement Funds to Support Regional Assistance to High Priority Schools (Item Y) – added to agenda

Mr. Austin requested that the following items be removed from the consent agenda and placed under discussion:

D. Approval of *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and *Common Core State Standards for Mathematics* (Item N)

E. Approval of Signing a Memorandum of Understanding to Formally Join the SMARTER Balanced Assessment Consortium (Item O)

Mr. Austin moved, seconded by Mrs. Curtin, that the State Board of Education approve the agenda and order of priority, as modified.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Ulbrich
Absent: Danhof, Turner

The motion carried.

IV. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS, DEPARTMENT STAFF, AND GUESTS

Mrs. Eileen Hamilton, State Board Executive, introduced members of the State Board of Education, Department of Education staff, and guests attending the meeting.

Mr. Michael Zeig, Governor Jennifer M. Granholm's representative at the Board table, was welcomed to his first State Board of Education meeting.

V. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN

Mr. Flanagan said the list of schools eligible to apply for the Federal School Improvement Grant was released on Monday, June 14, 2010. He said Michigan will be awarded approximately $119 million for 108 eligible schools to improve teaching and learning for all students in

persistently low achieving schools. He said the School Improvement Grant is part of the American Recovery and Reinvestment Act.

Mr. Flanagan said this is an opportunity for the schools that are struggling the most to use time and resources to begin their improvement plans before the state identifies the list of lowest performing schools affected by the state school reform law this fall.

VI. CONSENT AGENDA

A. Adoption of Resolution Honoring the 2009-2010 Michigan Teacher of the Year

B. Adoption of Resolution Honoring the 2010-2011 Michigan Teacher of the Year

Mrs. Straus moved, seconded by Mrs. Bauer, that the State Board of Education approve the Superintendent's recommendations for the consent agenda as follows:

A. adopt the resolution attached to the Superintendent's memorandum dated May 26, 2010, honoring the 2009-2010 Michigan Teacher of the Year; and

B. adopt the resolution attached to the Superintendent's memorandum dated May 26, 2010, honoring the 2010-2011 Michigan Teacher of the Year.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Ulbrich
Absent: Danhof, Turner

The motion carried.

The resolution honoring the 2009-2010 Michigan Teacher of the Year, Robert Stephenson, is attached as Exhibit A.

The resolution honoring the 2010-2011 Michigan Teacher of the Year, Matinga Ragatz, is attached as Exhibit B.

VII. POINT OF THE DAY

Mr. Martin Ackley, Director of Communications, presented the Point of the Day that focused on the history of the Michigan Teacher of the Year Program.

VIII. PRESENTATION ON MICHIGAN TEACHER OF THE YEAR PROGRAM

Mr. Robert Stephenson provided his final report as the 2009-2010 Michigan Teacher of the Year. He sang while presenting a PowerPoint report that included highlights of the many events he has participated in during the past year. Mr. Stephenson said the Board has been an example of bipartisanship that should be a model for all.

Mrs. Straus presented Mr. Stephenson with a resolution honoring him as the 2009-2010 Michigan Teacher of the Year. Mrs. Straus said he has been a fabulous teacher to everyone, and she congratulated him on being one of four finalists for National Teacher of the Year.

Mr. Austin said Mr. Stephenson has been very instrumental in his role as the Michigan Teacher of the Year, and his perspective at the Board table has been extremely valuable.

Mr. Stephenson introduced his wife, Jamie; and their children, Andrew and Rebecca.

IX. AWARDS AND RECOGNITIONS

A. 2010-2011 Michigan Teacher of the Year and State Level Finalists

Ms. Jean Shane, Special Assistant, Awards and Recognitions Program, presented the 2010-2011 Michigan Teacher of the Year and State Level Finalists. Ms. Shane said 390 teachers were nominated for the 2010-2011 Michigan Teacher of the Year.

Ms. Shane said Mrs. Curtin read applications and Ms. Ulbrich served on the interview team. Ms. Shane said Mrs. Curtin attended the May 26, 2010, surprise notification by Mr. Flanagan at Grand Ledge High School announcing Ms. Matinga Ragatz, Global Studies teacher, as the 2010-2011 Michigan Teacher of the Year. A video clip of the announcement was shown.

Ms. Shane introduced Ms. Ragatz and her guests. Ms. Ragatz said she is thankful for this phenomenal opportunity to honor teachers. She said her mother was the first woman in Equatorial Guinea, a small country on the coast of Central West Africa, to obtain a college education. Ms. Ragatz said her mother became a teacher, and retired as the dean of a university after a long career in teaching the same week that Matinga was named the 2010-2011 Michigan Teacher of the Year. Ms. Ragatz said it is the best time to be a teacher, because it is the dawn of a new way for education and the beginning of learning for both teachers and students. She said

teaching will no longer be the same. She said she is thankful for the trust placed in her with the huge responsibility to represent Michigan teachers. She said she has the best job in the world, because she sees the miracles that happen in the classroom every day. She said Rob Stephenson is an inspiration, and she is honored to be in the company of Jamie Dudash and David Legg, the finalists for Michigan Teacher of the Year.

Ms. Shane introduced Katie Clippert of MEEMIC, the insurance company that provides corporate support for the Michigan Teacher of the Year program. Ms. Shane said MEEMIC presented a check for $1,000 to Grand Ledge High School for educational projects for students. She said MEEMIC will also provide Ms. Ragatz with the use of a car for one year.

Ms. Shane introduced the state level finalists Mr. Jamie Dudash, Social Studies Teacher, Dexter High School; and Mr. David Legg, Language Arts/Broadcasting Teacher, Novi High School, and their guests. Ms. Shane said MEEMIC representatives will visit Dexter High School and Novi High School to presents checks in the fall.

Mrs. Straus presented Ms. Ragatz with the resolution honoring the 2010-2011 Michigan Teacher of the Year. Mrs. Straus said public education initially began to educate citizens so that they could participate in a democratic form of government. She said public education is essential and teachers are vital in keeping our democracy strong.

Ms. Ragatz was presented a sculpture by Ms. Ulbrich, a lapel pin by Mrs. Curtin, and a letter from Governor Granholm read by Mr. Zeig.

Mr. Flanagan presented Grand Ledge Public Schools Superintendent Steve Matthews and Principal Steve Gabriel with a plaque to display in Grand Ledge High School commemorating Matinga Ragatz as the 2010-2011 Michigan Teacher of the Year.

Mr. Jamie Dudash and Mr. David Legg were presented with certificates in their honor and lapel pins. Ms. Ulbrich said all three finalists exhibited traits of engagement and creativity which will foster engaged and creative students and citizens.

Mr. Flanagan said year after year Teachers of the Year and finalists give credit to others for their success. He said when given the opportunity to meet the students it is apparent they love their teachers.

X. RECESS

The Board recessed the Regular Meeting at 10:45 a.m.

COMMITTEE OF THE WHOLE MEETING

XI. CALL TO ORDER

Mr. Flanagan called the Committee of the Whole Meeting to order at 11:00 a.m.

XII. DISCUSSION ITEMS

A. Presentation on Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and Common Core State Standards for Mathematics

The following individuals presented:

- Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer
- Ms. Linda Forward, Interim Director, Office of Education Improvement and Innovation
- Ms. Deborah Clemmons, Supervisor of Curriculum and Instruction

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. Drafts of the College and Career Readiness Standards were released for public comment in September 2009, and the draft K-12 Common Core State Standards were released for public comment in March 2010. Alignment to Michigan content expectations as well as public comments to the March draft of the Common Core State Standards were presented to the Board with a copy of the final K-12 Common Core Standards in math and English language arts/literacy.

The Board will be asked to take action on this item later in the meeting. If the Standards are approved, the U.S. Department of Education will be notified via an addendum to Michigan's Race to the Top application.

A PowerPoint presentation was shown.

Board member comments and *clarifications* included:

1. glad to see English language arts includes social studies and science; that will be an improvement – *yes;*

2. common core standards is the logical next step in taking high learning expectations to the national level; Michigan is a leader in high standards;

3. there was previous push back from other states regarding the rigor of Science, Technology, Engineering and Mathematics (STEM); STEM went back into the document – *yes; and*

4. children will not be tested on things they have not been taught; is the National Assessment of Educational Progress (NAEP) going to be the interim test of choice – Dr. *Joseph Martineau, Director, Office of Educational Assessment and Accountability, came to table; NAEP will continue to measure the NAEP framework; the NAEP framework will likely be revised in the future; there will continue to be a disconnect between the NAEP framework and the common core state standards but there is now greater overlap than previously.*

B. Presentation on Signing a Memorandum of Understanding to Formally Join the SMARTER Balanced Assessment Consortium

The following individuals presented:

- Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer
- Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability

The Michigan Department of Education has joined the SMARTER Balanced Assessment Consortium which is currently preparing a multi-state application under the Race to the Top assessment competition. The competition is specifically for consortia of states to submit joint applications for funding the development of assessments measuring the College- and Career-Readiness Standards and the Common Core State Standards that are comparable across states within the consortia. The joint application will be submitted on June 23, 2010, to the U.S. Department of Education to compete for up to $320 million in funding. Michigan's participation is contingent upon a Memorandum of Understanding signed by the Governor, State

Board of Education President, Superintendent of Public Instruction, and the state's Chief Procurement Officer.

The Board will be asked to take action on this item later in the meeting.

Board member comments and *clarifications* included:

1. if every state signs on to the Common Core Standards, and there is an assessment consortium, will NAEP still be needed if it is measuring something that has not been taught – *at the NAEP spring meeting there was discussion regarding NAEP's purpose now that states are going toward Common Core Standards;*

2. why are there two consortia for the Common Core assessment – *Michigan was one of several states that wanted a single consortium; other states believed that if there are two consortia, one is likely to succeed; application guidelines state that up to two consortia will be funded;*

3. who is in Michigan's consortium – *currently 30 states are participating in the consortium that Michigan is part of; 20 to 25 states are in the other consortium; Michigan chose to be one of 17 governing states that are in a leadership role with significant input; governing states cannot be a member of both consortia; participating states can participate in both consortia; moving toward online assessment and immediate feedback and results and a strong focus on professional development for formative assessment and implementing some interim benchmark assessments to determine the likelihood of passing before the final test;*

4. there are states that do not support the Common Core Standards; why is there a greater number of states that want to be part of the assessment – *some states and territories have signed on to both consortia;*

5. why would states want to be a member of two consortia – *states that are members of two consortia will be able to watch what is happening in both consortia and then at a later date choose which test to administer; states choosing that option are not allowed any level of control and sacrifice the ability to provide significant input into what the final product looks like;*

6. what is the philosophy of each of the consortia – *there is overlap in the two consortia; the main differences are that SMARTER Balanced Assessment Consortium is looking at online assessment and immediate return of results; responsible flexibility based on principles; comparability across states; professional development for teachers, formative assessment, and interim assessment that supports teachers in knowing how to use the results and how to conduct classroom assessment;*

7. how is writing tested online – *the consortium is proposing traditional multiple choice items; traditional constructive response like Michigan has; comparability between human scoring and artificial intelligence scoring that is becoming more reliable and valid; performance tasks will likely involve a class period and be scored by human scorers; performance events are longer term projects such as portfolios that will also be scored by humans; and*

8. Memorandum of Understanding is detailed – *it clearly defines the responsibilities of the states and consortium in testing the Common Core Standards; flexibility includes the ability to test students up to two times per year; states will have the opportunity to decide how scales are produced, how growth is measured, how they will be used for accountability; significant economies of scale in developing the infrastructure will be gained.*

C. Discussion Regarding Criteria for Grant Programs

There were no questions from Board members regarding grant criteria.

XIII. ADJOURNMENT

The Board adjourned the Committee of the Whole at 11:53 a.m. and reconvened the Regular Meeting at 1:05 p.m.

REGULAR MEETING

XIV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

A. Approval of Minutes of Committee of the Whole and Regular Meeting of May 11, 2010

Mrs. Bauer moved, seconded by Ms. Ulbrich, that the State Board of Education approve the Minutes of the Committee of the Whole and Regular Meeting of May 11, 2010.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Ulbrich
Absent: Danhof, Turner

The motion carried.

XV. PRESIDENT'S REPORT

A. Follow Up Meetings with Legislators to Discuss "Recommendations to Better Support Michigan's Education System - Reforms, Restructuring, and Revenues"

Mrs. Straus said that Board members have begun to meet with Representatives and Senators to discuss the document the Board approved at its May 11, 2010, meeting, "Recommendations to Better Support Michigan's Education System – Reforms, Restructuring, and Revenues."

Mrs. Straus said legislators have not yet provided endorsements, but indicated they are looking forward to studying the document. She said additional meetings will be scheduled with legislators and newspaper editorial boards.

Mrs. Straus said she has heard from some people that do not agree with certain aspects of the Board's report. She said the report is a result of a bi-partisan effort in which everyone compromised to reach consensus. She said policy is supposed to be made in a give and take fashion that results in a compromise.

B. Drivers Against Texting and Talking

Mrs. Straus said Senator Samuel (Buzz) Thomas asked Mrs. Straus to support Drivers Against Texting and Talking. She said she was contacted by the organization to determine if the Michigan Department of Education can assist in educating drivers. Mrs. Straus said she may also request the Board's endorsement at a future meeting. She said she will obtain additional information

C. National Farm to Cafeteria Conference

Mrs. Straus said she attended the National Farm to Cafeteria Conference in Detroit to encourage healthier eating and support for the local economy by eating farm fresh products that are locally grown. She said there were many participants from school districts. She said Traverse City has participated in the program for six years and there are eight schools in Detroit

using urban farms to supply fresh fruits and vegetables. She said this program fits well with Michigan's National Association of State Boards of Education grant to promote effective nutrition policies in Michigan schools.

Mrs. Curtin said her local school district in Evart built a greenhouse and grows produce that is used in meals prepared in the school cafeteria.

D. NASBE Healthy Eating Grant

Mrs. Straus said she participated in a multi-state virtual meeting on the National Association of State Boards of Education Healthy Eating Grant with participants from Pennsylvania, Arkansas, Mississippi and California. She said new state participants included Alabama, Kentucky, Georgia and North Carolina. She said it was an interesting and productive session and participants learned what other states are doing. She said the Michigan team will be meeting shortly to plan for the second year of the grant.

E. NASBE Study Groups

Mrs. Straus said she and Mrs. Danhof attended National Association of State Boards of Education Study Group meetings on June 10-12, 2010. Mrs. Straus said Mrs. Danhof is a member of the 21st Century Educator Study Group and she is a member of the Structure of Schools Study Group.

Mrs. Straus said there was a presentation on international benchmarking with the focus on teacher preparation. She said Finland accepts only the top 10 percent of students into the teacher training institutions, and Singapore accepts the top 20 percent. She said teachers are recognized as being very valuable members of society.

Mrs. Straus said there was general agreement to replace seat time and Carnegie units with mastery and competence. Mrs. Straus said the report will be available in October.

Mrs. Straus said one of her fellow study group members is a professor of physics at the University of Maryland. She said he is also a member of an advisory committee on Science, Technology, Engineering and Mathematics (STEM) which will present recommendations to the President of the United States shortly.

Mrs. Straus said the Council of Chief State School Officers (CCSSO) has a program called Next Generation Learners: Delivering on our Promise to Educate Every Child. She said there are six lab states: Maine, New York, West Virginia, Ohio, Kentucky and Wisconsin. She said these 6 states were selected from 27 states that responded to an invitation from CCSSO.

F. School Visits

Mrs. Bauer has visited many schools and she writes thorough reports that she shares with State Board of Education members. Mrs. Straus said she appreciates the reports.

XVI. REPORT OF THE SUPERINTENDENT

Reports

G. Human Resources Report

H. Report on Wayne County Regional Educational Service Agency Plan for the Delivery of Special Education Programs and Services

I. Report on Ottawa Area Intermediate School District Plan for the Delivery of Special Education Programs and Services

Grants

J. Report on Grant Awards

- 2009-2010 Middle College High School Health Partnership Grant – Initial
- 2010-2011 Secondary CTE Perkins Grant Program – Initial
- 2010-2011 Tech Prep Grant Program – Initial
- 2008-2009 Individuals with Disabilities Education Act, Part B Formula Grants – Amendment
- 2009-2010 Title I Accountability/School Improvement – Amendment

Mr. Flanagan provided a verbal report on:

A. Mr. Austin's Presentation at Wayne State University Class

Mr. Flanagan said he teaches a graduate class at Wayne State University and Mr. Austin visited his class on June 14 to discuss the Board's report, "Recommendations to Better Support Michigan's Education System - Reforms, Restructuring, and Revenues." Mr. Flanagan said Mr. Austin represented the

Board well in the discussion that included the bipartisan manner in which the State Board of Education develops policy.

B. School Improvement Grant

Mr. Flanagan said he mentioned the School Improvement Grant (SIG) earlier in the meeting. He said the SIG funds are for the persistently low achieving schools as defined by the Federal government.

Mr. Flanagan said all Michigan citizens have the right to see information on how schools are performing. He said the focus of education should not be just on the lowest-performing schools, but also on those schools that are excelling. He said the Michigan Public School Top to Bottom Ranking is available on the Michigan Department of Education website.

Mr. Flanagan said the schools eligible for the federal SIG funds were identified based on state testing data for student achievement (2007-2009) and academic growth (2006-2009).

He said to develop the list of schools as required by the state school reform law the state will be adding data from 2009-2010 for student achievement and academic growth, and dropping the 2006-2007 data.

C. Michigan School for the Deaf Graduation

Mr. Flanagan said Mrs. Bauer and he attended the Michigan School for the Deaf graduation ceremony of five proud graduates.

D. Wyoming and Godwin Heights School Visit

Mr. Flanagan said he visited Wyoming and Godwin Heights School Districts on May 20. He said he was impressed by many things including that the community's two school districts shared a superintendent and a business officer. He said bus services are also shared with some of the private schools in the area. He said they anticipated change and got community support to get in front of budget, facility, and academic issues. He said he was also impressed by the leadership of the local board of education and the superintendent.

Mr. Flanagan said a seat time waiver was granted for the Wyoming Frontiers Program which is an online program. He said two graduates of the program spoke of their experiences when he visited and he invited them to speak to the Board. Mr. Flanagan

introduced Program Director Allen Vigh, and students Ryan Strayhorn and Holly Jansma.

Mr. Strayhorn said he had health problems, managed his own business of 26 employees, dual enrolled in college while in high school, graduated early with a good grade point average, and received a scholarship while in the Frontiers Program. He said a laptop computer is given to each student who has good attendance and behavior, and if the student graduates they keep the laptop. He said students want to come to the lab which is a welcoming environment with computers and couches.

Mr. Vigh said there are the equivalent of 2.25 certified staff members in two labs who also work with students on other issues such as time management. He said students earn time away from the lab by demonstrating that they can use the time effectively.

Ms. Jansma said the teachers are so eager and willing to help, and students have a personal relationship with the teachers. She said she was able to move at her own pace. She said she continued to play sports while involved in the program and finished early. She said she was able to have a job and she is training to be an optician.

Mr. Vigh said the program has helped reach students of many different abilities and circumstances. He said it has been customized to the student and helped many people be successful.

Mr. Vigh said the program has just completed its second year and has gone from 10 to 70 students.

E. Michigan-Shiga Sister State Visiting Official

Mr. Flanagan introduced Mr. Junichi Tanoue, the Michigan-Shiga Sister State Visiting Official who represents the Shiga Province and does a research project while in Michigan. Mr. Tanoue said he is very honored to have the opportunity to attend the Board meeting.

XVII. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

A. Ms. Sandra York, Ann Arbor, Michigan. Ms. York, representing the Michigan Congress of Parents, Teachers, and Students, provided verbal comments on Michigan winners of the National PTA Reflections Program.

B. Mrs. Mary Wood, Warren, Michigan. Mrs. Wood provided verbal comments on charter school issues.

Mrs. Danhof arrived at 1:55 p.m.

C. Ms. Murcy Jones-Lewis, Ms. Dominque Jacques, Ms. Shaundra Morgan, Ms. Chandra Morgan, and Ms. Benrita Smith, representing Colin Powell Academy, Detroit, provided verbal comments and written information.

XVIII. STATE AND FEDERAL LEGISLATIVE REPORT

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; and Ms. Lisa Hansknecht, Legislative Director; presented State and Federal Legislative Report.

Ms. Hansknecht said Public Act 75 of 2010, the public school employee retirement legislation, was signed by the Governor. She said it is anticipated that 17,000 to 18,000 school employees will retire. She said the Legislature was hoping that 28,000 would retire, and without the legislation it is estimated that between 5,000-6,000 school employees would have retired.

Ms. Hansknecht said there has been discussion by Governor Granholm, Senator Bishop, and others regarding using the School Aid funds for higher education, but there is opposition in the K-12 community.

Ms. Hansknecht said the pending Federal Education Jobs Bill provides for investment in teachers and school employees to prevent job loss and help the economy. She said the Economic Policy Institute released a report on the economic impact of the education jobs fund in relation to the Gross Domestic Product. Ms. Hansknecht said the National Association of State Boards of Education may have a suggested letter that the State Board of Education can address to the Michigan Congressional Delegation in support of the Education Jobs Bill.

Ms. Hansknecht said Senator Michael F. Bennet from Colorado has introduced the Federal School Turnaround Bill, regarding training for school leaders to implement the intervention models that are part of Race to the Top and the reauthorization of the Elementary and Secondary Education Act (ESEA). She said she will provide the Board with additional information at a later date.

Mrs. Straus asked for an update on legislation to revised Public Act 72. Ms. Hansknecht said the changes are specific to the municipality side and not the education side. Ms. Hansknecht said she will continue to monitor the legislation.

XIX. CONSENT AGENDA

Approvals

L. Approval of American Sign Language Standards

M. Approval of School Counselor Standards

N. Approval of *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and *Common Core State Standards for Mathematics*

O. Approval of Signing a Memorandum of Understanding to Formally Join the SMARTER Balanced Assessment Consortium

P. Approval of Appointments to the Professional Standards Commission for Teachers

Q. Approval of Nominations to the Special Education Advisory Committee

Criteria

R. Approval of Criteria for the Great Parents/Great Start Program Grants

S. Approval of Criteria for Individuals with Disabilities Education Act Preschool Indicators Grant

X. Approval of Criteria for Combined Title I Statewide System of Support and High Priority Schools Technical Assistance Grant

Y. Approval of Criteria for Allocation of Title I School Improvement Funds to Support Regional Assistance to High Priority Schools

Resolutions

T. Adoption of Resolution Honoring Paula Wood

U. Adoption of Resolution Honoring Gayle Guillen

V. Adoption of Resolution Regarding Michigan School Bus Safety Week

W. Adoption of Resolution Honoring Lucia Campbell

Mrs. Straus moved, seconded by Mrs. Danhof, that the State Board of Education approve the Superintendent's recommendations for the consent agenda as follows:

L. approve the Standards for the Preparation of Teachers of American Sign Language (FS), as attached to the Superintendent's memorandum dated May 24, 2010;

M. approve the Standards for the Preparation of School Counselors, as attached to the Superintendent's memorandum dated May 24, 2010;

N. (this item was moved to discussion);

O. (this item was moved to discussion);

P. approve the appointments of Mary H. Brown, Ronald J. Collins, Jennifer Brown, Sherry Cormier-Kuhn, Jan Van Gasse, and Jermaine D. Evans, and the re-appointment of Elaine C. Collins to the Professional Standards Commission for Teachers for a four-year term ending June 30, 2014, as discussed in the Superintendent's memorandum dated May 24, 2010;

Q. approve the nominees listed in Attachment B of the superintendent's memorandum of May 24, 2010, and appoint those individuals to serve as members of the Special Education Advisory Committee for the respective terms specified;

R. approve the criteria for the Great Parents, Great Start Program Grants, as described in the Superintendent's memorandum dated May 24, 2010;

S. approve the criteria for the Individuals with Disabilities Education Act Preschool Indicators Grant, as described in the Superintendent's memorandum dated May 24, 2010;

X. approve the criteria for the Combined Title I Statewide System of Support and High Priority Schools Technical Assistance Grant, as attached to the Superintendent's memorandum dated June 3, 2010;

Y. approve the criteria for allocation of Title I School Improvement funds to Support Regional Assistance to High Priority Schools, as described in the Superintendent's memorandum dated June 3, 2010;

T. adopt the resolution honoring Paula C. Wood, attached to the Superintendent's memorandum dated May 24, 2010;

U. adopt the resolution honoring Gayle Guillen, as attached to the Superintendent's memorandum dated June 3, 2010;

V. adopt the resolution regarding Michigan School Bus Safety Week, October 18-22, 2010, as attached to the Superintendent's memorandum dated May 24, 2010; and

W. adopt the resolution honoring Lucia Campbell, as attached to the Superintendent's memorandum dated June 3, 2010.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich
Absent: Turner

The motion carried.

The resolution honoring Paula Wood is attached as Exhibit C.

The resolution honoring Gayle Guillen is attached as Exhibit D.

The resolution regarding Michigan School Bus Safety Week is attached as Exhibit E.

The resolution honoring Lucia Campbell is attached as Exhibit F.

XX. PERSONAL PRIVILEGE – MR. MICHAEL P. FLANAGAN

Mr. Flanagan said a referent group of experts in American Sign Language (ASL) was convened and designed the ASL (FS) standards using the framework for the approved world language standards. He thanked the members of the referent group that were present and said the ASL Standards were approved on the consent agenda.

XXI. PRESENTATION ON COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS AND COMMON CORE STATE STANDARDS FOR MATHEMATICS

This item was removed from the consent agenda and placed under discussion. It was presented and discussed earlier in the meeting during the Committee of the Whole.

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Ms. Deborah Clemmons, Supervisor of Curriculum and Instruction; and

Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability; returned to the Board table.

Mrs. Danhof said she was unable to participate in the Committee of the Whole, and she appreciated the opportunity to discuss the item further.

Mrs. Danhof asked how alignment will be done between Michigan's past and present Common Core Standards. Ms. Clemmons said much of the alignment has been done by Department staff and posted to the website. She said ACHIEVE has just made available an excellent computer based alignment tool. Dr. Vaughn said there is close alignment.

Mrs. Danhof asked if teachers will feel assured that they are covering the material. Ms. Clemmons said there is a roll out strategy to help them understand the alignment and provide more supports, and the ACHIEVE tool will be helpful.

Mrs. Danhof asked if the Common Core State Standards are as rigorous as Michigan's current standards. Ms. Clemmons said the Common Core State Standards are value added, more comprehensive, have learning progressions, and there are many things about the standards that enhance Michigan's current standards. Ms. Clemmons said the rigor is not significantly compromised. Mr. Austin said previously there was push back by some states to take the rigor out of math and STEM and that has been overcome and the rigor remains and is consistent with Michigan's high expectations.

Mrs. Danhof said one of the criticisms has been that Michigan has too many core content expectations. Ms. Clemmons said there are fewer in mathematics; English language arts does not have fewer because it now includes anchor standards for college and career ready, and the K-12 standards and literacy skills for history/social studies, science and technical subjects. She said there are good ideas for how to organize the work across content areas to build instructional units that address multiple standards.

Mr. Stephenson said the document is good, and will lead the teacher to better cross integration across content. He said it is developmentally appropriate and not so broad that it is incomprehensible.

Mrs. Danhof asked if the work that has been done with teacher preparation institutions regarding what teachers need to be taught will be jeopardized. Dr. Vaughn said there may need to be some realignment, but it is so closely aligned that it will not be a huge shift. She said universities can also realize cost benefits, because all states will be using the Common Core State Standards.

Ms. Clemmons said roll outs are being planned with intermediate school district colleagues. She said the four large statewide roll outs will begin in October, and intermediate school districts will provide more detailed sessions.

Ms. Clemmons said that in June "Technical Subjects" were added to the Common Core State Standards, so it will need to be added to the motion for approval.

Mrs. Straus moved, seconded by Mrs. Bauer, that the State Board of Education approve the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and *Common Core State Standards for Mathematics*, as described in the Superintendent's memorandum dated June 8, 2010, and direct the Department to proceed in collaboration with LEAs and ISDs to implement internationally benchmarked college- and career-readiness K-12 standards.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich
Absent: Turner

The motion carried.

XXII. PRESENTATION ON SIGNING A MEMORANDUM OF UNDERSTANDING TO FORMALLY JOIN THE SMARTER BALANCED ASSESSMENT CONSORTIUM

This item was removed from the consent agenda and placed under discussion. It was presented and discussed earlier in the meeting during the Committee of the Whole.

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Ms. Deborah Clemmons, Supervisor of Curriculum and Instruction; and Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability; returned to the Board table.

Mr. Austin moved, seconded by Mrs. Bauer, that the State Board of Education endorse the signing of the SMARTER Balanced Assessment Consortium Memorandum of Understanding by the President of the State Board of Education to allow the state to jointly submit the application for federal funding, as described in the Superintendent's memorandum dated June 3, 2010.

Mrs. Danhof asked how current Michigan assessments will be blended with the new assessments. Dr. Martineau said because there is strong overlap between Michigan content standards and common core standards, there should be reasonable alignment between existing and new assessments in English language arts and mathematics. He said current assessments will be used until the new assessments become operational in the 2014-15 school year. He said bridge studies will be of assistance in helping states transition from current assessments to consortium general assessments. He said alternate assessments still need to be addressed. Dr. Martineau said in the new assessments high school expectations will be set to predict college and career readiness. Dr. Vaughn said MEAP assessment for social studies and science would be maintained since the consortium is for English language arts and mathematics.

Mrs. Danhof said the current growth model data are over a period of three years. She asked how common data sets will be obtained. Dr. Martineau said the theory of action for the consortium is responsible flexibility based on principles. He said there will be bridging assistance in terms of scales and growth models.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich
Absent: Turner

The motion carried.

XXIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Universal Education Policy Framework – Mrs. Elizabeth Bauer

Mrs. Bauer said she is proud to be a member of a group that has a universal education framework for policy making that is operationalized, and she appreciates the work of Department staff and people in the field.

B. Response to Intervention – Mrs. Elizabeth Bauer

Mrs. Bauer said she visited three schools last week and she provided written reports to the Board. She said she saw how school personnel use data to drive instruction to move students forward to reach their potential. She said she saw Response to Intervention activities where students were engaged and teachers were happy. She said it is a wonderful model.

C. Universal Education and the Digital Divide – Mrs. Nancy Danhof

Mrs. Danhof said universal education is throughout the National Association of State Boards of Education (NASBE) 21st Century Educator Study Group Report.

Mrs. Danhof said members of the NASBE Study Group noted that the digital divide needs to be addressed so that students without resources don't get left behind. She said teacher training and broadband infrastructure also need to be addressed.

Mrs. Bauer suggested that technological connectivity and licenses should be an agenda topic at the Board Retreat.

D. Alternative Schools – Mrs. Kathleen Straus

Mrs. Straus said she is concerned that the closing of schools in Detroit will include some alternative schools where students are making progress in a smaller setting.

E. NASBE Nominating Committee – Mrs. Carolyn Curtin

Mrs. Curtin said she participated via telephone in the National Association of State Boards of Education Nominating Committee meeting on June 11. She said it is common for constituents to believe that State Board of Education members have control over local issues.

XXIV. TENTATIVE AGENDA FOR NEXT MEETING

Mrs. Bauer moved, seconded by Mrs. Danhof, that the State Board of Education cancel its July 13, 2010, meeting.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich
Absent: Turner

The motion carried.

Mr. Flanagan said Board members may contact a member of the Agenda Planning Committee comprised of Mrs. Straus, Mr. Austin, and Mrs. Curtin with suggestions for agenda topics.

XXV. FUTURE MEETING DATES

A. ~~Tuesday, July 13, 2010~~ **CANCELLED**
B. Tuesday, August 10, 2010
C. Tuesday, September 14, 2010
D. Tuesday, October 12, 2010
E. Tuesday, November 9, 2010

XXVI. ADJOURNMENT

The meeting adjourned at 3:03 p.m.

Respectfully submitted,

Carolyn Curtin
Secretary

Exhibit A

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

RESOLUTION

ROBERT L. STEPHENSON
2009-2010 MICHIGAN TEACHER OF THE YEAR

WHEREAS, Robert L. Stephenson received a Bachelor of Arts degree in Theater and a Master of Education degree in Early Childhood from Kent State University; and

WHEREAS, Rob Stephenson has been a third grade teacher for 16 years at Wardcliff Elementary School in the Okemos Public Schools; and

WHEREAS, the State Board of Education and the Michigan Department of Education honored Robert L. Stephenson as the 2009-2010 Michigan Teacher of the Year; and

WHEREAS, Mr. Stephenson has shared his passion for the teaching profession, his passion for the preservation of innovation and creativity in the classroom, and his passion for early literacy throughout his tenure as the Michigan Teacher of the Year; and

WHEREAS, Mr. Stephenson has mentored and inspired many student teachers; and

WHEREAS, Mr. Stephenson was honored as one of four finalists for the 2010 National Teacher of the Year Award; as a Presidential Awardee for Excellence in Science Teaching in 2006; and as the 2005 Michigan Elementary Science Teacher of the Year; and

WHEREAS, the State Board of Education has continually supported teachers with several quality initiatives, including the Michigan Teacher of Year program and the Milken National Educator Award; and

WHEREAS, the State Board of Education, through its Task Force on Ensuring Excellent Educators, recognizes the need for elevating the profile of the teaching profession; now therefore be it

RESOLVED, That the State Board of Education expresses its deepest appreciation and gratitude to Mr. Stephenson and the thousands of educators around the great State of Michigan for their outstanding work; and be it finally

RESOLVED, That the State Board of Education supports all efforts, training, and resources available to our state's educators so that they may continue to educate and positively influence the children of today as they become the leaders of tomorrow.

Adopted June 15, 2010

_____
Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

Exhibit B

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

RESOLUTION

MATINGA RAGATZ
MICHIGAN TEACHER OF THE YEAR
2010-2011

WHEREAS, throughout Michigan and across the country, teachers open children's minds to the magic of ideas, knowledge, and dreams; and

WHEREAS, teachers keep American democracy alive by laying the foundation for good citizenship and their hard work and efforts are directly responsible for creating the leaders of tomorrow; and

WHEREAS, teachers fill many roles, as listeners, explorers, role models, motivators, and mentors; and

WHEREAS, teachers continue to influence us long after our school days are only memories; and

WHEREAS, the State Board of Education has continually supported teachers with several quality initiatives, including the Michigan Teacher of the Year program and the Milken National Educator Award; and

WHEREAS, the State Board of Education and the Michigan Department of Education have named Matinga Ragatz, Global Studies teacher at Grand Ledge High School, Grand Ledge Public Schools, with 21 years of teaching experience, as the 2010-2011 Michigan Teacher of the Year; now, therefore, be it

RESOLVED, that the State Board of Education expresses its deepest appreciation and gratitude to Matinga Ragatz and the thousands of educators around the great State of Michigan for their outstanding work; and be it finally

RESOLVED, that the State Board of Education supports all efforts, training, and resources available to our state's educators so that they may continue to educate and positively influence the children of today as they become the leaders of tomorrow.

Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

Exhibit C

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

RESOLUTION

DR. PAULA C. WOOD

Dean of the College of Education (Retiring)
Wayne State University

WHEREAS, Dr. Paula C. Wood has served as Dean of the College of Education at Wayne State University (WSU) in Detroit, Michigan since October, 1993, providing outstanding leadership, scholarship, and community service; and

WHEREAS, Dr. Wood's many positive contributions to the field of education and teacher preparation have been demonstrated by her selection as the chair of the Michigan Deans' Council (2004-05); appointment to the Michigan State Board of Education Ensuring Excellent Educators Task Force (2002); Chairmanship of the Merrill-Palmer Institute Advisory Group (ongoing); appointment as co-chair of the WSU Academic Achievement Task Force that produced a White Paper on "Academic Achievement of the Youth of the City of Detroit" (2003); appointment as Interim Provost of Wayne State University (April-June 2003); recipient of the WSU President's Award for Excellence in Teaching (1987); and Phi Delta Kappa Educator of the Year (1995); and

WHEREAS, Wayne State University's College of Education is approved as a teacher preparation institution by the State Board of Education and is recognized as one of the largest teacher preparation institutions in the nation; now therefore, be it

RESOLVED, That the State Board of Education expresses its deepest appreciation and gratitude to Dr. Wood for her outstanding leadership to Wayne State University's College of Education and her contributions to the teaching profession in Michigan and our nation; and be it finally

RESOLVED, That the State Board of Education extends its wish that Dean Wood enjoys a well-deserved retirement and that she continues to be an active and valued member of Michigan's educational community when she returns to her faculty position in the Teacher Education Division of the College of Education at Wayne State University.

Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

Exhibit D

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

RESOLUTION

GAYLE (MONROE) GUILLEN

WHEREAS, Gayle Guillen began her career in the Michigan Department of Treasury as a Data Entry Operator for the Income Tax Division on January 21, 1979; and

WHEREAS, Gayle then transferred to the Michigan Department of Education in the Driver's Education Unit as a Secretary 8 on June 16, 1996; and

WHEREAS, in 1997, Gayle was assigned as the Lead Secretary to the Supervisor of Child and Adult Care Program, serving for thirteen years as the "go to" resource for staff, childcare sponsors, and childcare centers on all matters related to the Program; and

WHEREAS, Gayle has shared her many talents of quilting, bead work, and jewelry design by donating to the many fundraisers the Michigan Department of Education has sponsored; and

WHEREAS, Gayle and her sister Penny are co-owners of a small business, Two Sisters Beading; Gayle and Penny travel across the state to sell their designer jewelry at craft shows; and Gayle will now have much more time to meet with her weekly quilting group and design more jewelry; and

WHEREAS, Gayle Guillen is the new bride of Tony Guillen, being married on April 27, 2010, in Las Vegas; Gayle and Tony are avid gardeners and their lush acres are covered with self designed flower gardens; and Gayle has shared her gifts of gardening by brightening the desk of her co-workers with beautiful bouquets over the years; and

WHEREAS, Gayle is a loving and devoted grandmother to her two grandsons, Anthony, age 11, and Dreon, age 8; being a child at heart herself, Gayle enjoys biking, playing basketball and soccer with her grandsons, and her most recently acquired skill, marshmallow gun wars (a fun and sticky time was had by all); now, therefore, be it

RESOLVED, That the State Board of Education express its deepest appreciation and gratitude to Gayle Guillen for the dedication she has shown throughout her career at the Michigan Department of Education; and be it further

RESOLVED, That the State Board of Education wishes Gayle Guillen a retirement that holds satisfying and fulfilling experiences and accomplishments.

Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

Exhibit E

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

RESOLUTION

Michigan School Bus Safety Week
October 18-22, 2010

WHEREAS, the State Board of Education recognizes that the importance of protecting the safety of Michigan's school children extends beyond the classroom walls and the building; and

WHEREAS, the State Board of Education has great respect for the accomplishments of Michigan's school bus drivers, mechanics, supervisors, and all school transportation personnel in providing the safest transportation possible for children to and from school and home; and

WHEREAS, each day over 17,000 Michigan school bus drivers transport more than 850,000 students, traveling over 184 million miles annually; and

WHEREAS, coordinating the countless routes over so many miles, and supervising the dozens of students on each bus, requires an outstanding effort put forth by thousands of exemplary professionals who have devoted their careers to transporting children safely; and

WHEREAS, the State Board of Education continues to recognize and takes great pleasure in commending the men and women who accept and meet the challenge of school transportation; now, therefore, be it

RESOLVED, That the week of October 18-22, 2010, be designated as Michigan School Bus Safety Week; and be it further

RESOLVED, That this week be devoted to the recognition of everyone who contributes to the successful operation of the state's school buses; and be it finally

RESOLVED, That this special week serve as a fitting time to urge all Michigan drivers to become more aware of school bus safety regulations, and encourage all citizens to be alert and drive carefully near school buses.

Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

Exhibit F

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

RESOLUTION

LUCIA CAMPBELL

WHEREAS, Lucia Campbell, a granddaughter of tavern keepers and restaurant owners in the Upper Peninsula, daughter of a State of Michigan Assistant Attorney General, a product of Lansing schools (Willow, Holy Cross, and Sexton) and Lansing Community College, received her Bachelor of Arts Degree in Hotel, Restaurant, and Institutional Management from Michigan State University; and

WHEREAS, Lucia began her career in food service with St. Lawrence Hospital, Schuler's Grate Steak Restaurant, Long's of Lansing, The Clarion Hotel Conference Center, Michigan State University Food Service, and Meijer's Lansing Area Distribution Center in the 1970's and 1980's; and

WHEREAS, in 1988, Lucia began her work as an Account Technician and then became a Departmental Analyst with the Department of Education's Food Distribution Program, supporting the distribution of United States Department of Agriculture Foods in the household and school commodity programs to children and adults across the State of Michigan; and

WHEREAS, Lucia has enjoyed and achieved tremendous job satisfaction while working with many people in the State of Michigan who were committed to feeding school children, less advantaged families, and senior citizens; and

WHEREAS, Lucia has announced her retirement from the Michigan Department of Education on July 1, 2010; now, therefore be it

RESOLVED, That the State Board of Education receive with deep regret the news of the well-deserved retirement of this honored and distinguished employee; and be it further

RESOLVED, That the State Board of Education hereby express its gratitude, respect, and appreciation to this exceptional individual; and be it finally

RESOLVED, That in addition to its respect and gratitude, the State Board of Education extends to Lucia its highest regard, and its best wishes for the future.

Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 15, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **STATE OF MICHIGAN**, which has elected to participate in the Consortium as

_____ An **Advisory** State (description in section e),

OR

___X__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides detail[illegible] administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

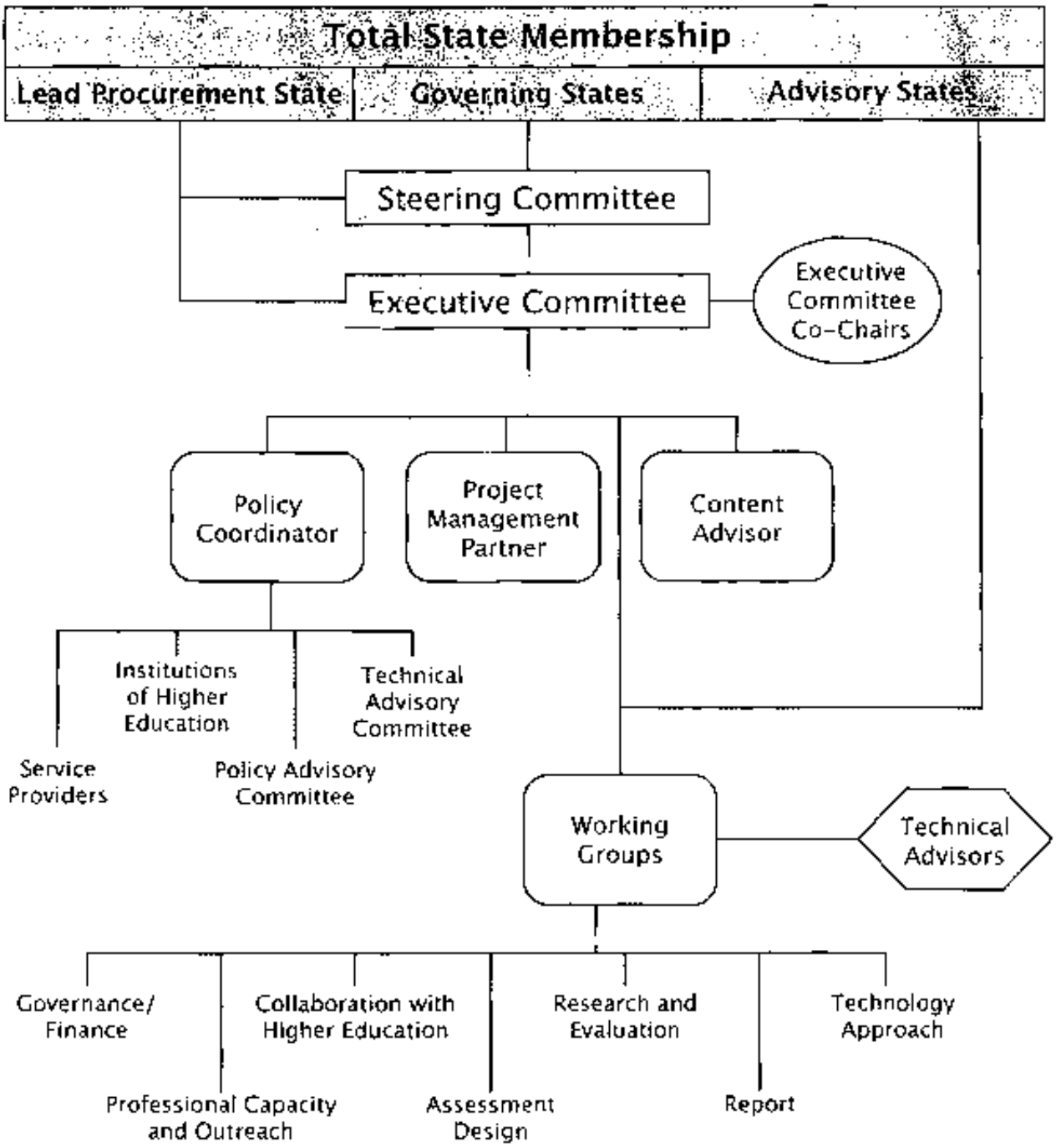
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
Subject to annual state appropriation of funding to implement standards or assessments	Risk	Statute	Legislature	Annually		
State may create legislation inconsistent with grant	Risk	Statute	Legislature	Annually		
Restrictions on impairment of contracts to the extent affects existing contracts and collective bargaining agreements	Risk	LEA, SEA, Statute	LEA, SEA, Legislature			
State may fail to enact legislation consistent with or required by the standards or assessments	Risk	Statute	Legislature			

[Remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: STATE OF MICHIGAN

Governor : Jennifer M. Granholm

Telephone: (517) 373- 3400

Signature of Governor:

X

Date: 6/8/10

Chief State School Officer: Michael P. Flanagan

Telephone: (517) 241-2077

Signature of the Chief State School Officer:

X

Date:

President of the State Board of Education: Kathleen N. Straus

Telephone: (517) 373-3900

Signature of the President of the State Board of Education:

X

Date: 6/15/10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

State Name: STATE OF MICHIGAN

State's Chief Procurement official: Sergio Paneque

Telephone: (517) 335-0782

Signature of State's chief procurement official:

Date: 6/8/10

STATE DEMOGRAPHIC REPORT

All Students

Grade 03
Fall 2010

State		READING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		109935	331	2%	12%	45%	42%	87%	110058	329	0%	5%	43%	53%	95%
Gender															
Male		55871	329	2%	14%	45%	39%	84%	56018	329	0%	5%	42%	54%	95%
Female		54064	334	1%	9%	45%	45%	89%	54040	328	0%	5%	44%	52%	95%
Ethnicity															
American Indian or Alaska Native		809	327	1%	13%	51%	34%	85%	815	324	0%	5%	53%	42%	95%
Asian		3235	341	1%	5%	38%	56%	94%	3326	344	0%	2%	21%	77%	98%
Black or African American		20512	317	4%	22%	55%	20%	75%	20469	318	0%	11%	61%	28%	89%
Native Hawaiian or Other Pacific Islander		102	330	2%	10%	50%	38%	88%	102	327	0%	5%	43%	52%	95%
White		75458	336	1%	8%	42%	49%	90%	75538	332	0%	3%	37%	60%	97%
Two or more races		2455	330	2%	11%	46%	40%	86%	2455	328	0%	4%	48%	48%	96%
Hispanic of any race		7364	322	3%	18%	54%	25%	80%	7353	323	0%	6%	55%	39%	93%
Additional Reporting Groups															
Economically Disadvantaged:	Yes	55825	323	3%	17%	52%	28%	80%	55906	322	0%	7%	54%	38%	93%
	No	54110	340	1%	6%	38%	55%	94%	54152	335	0%	2%	31%	67%	98%
English Language Learners:	Yes	5853	314	3%	25%	57%	14%	71%	6036	321	0%	8%	57%	35%	92%
	No	104082	332	2%	11%	44%	43%	88%	104022	329	0%	4%	42%	54%	95%
Formally Limited English		251	334	1%	8%	49%	42%	91%	247	337	0%	2%	32%	66%	98%
Migrant		164	312	6%	24%	57%	12%	70%	139	319	0%	8%	62%	30%	92%
Homeless		971	322	3%	20%	49%	28%	77%	969	321	0%	9%	58%	33%	91%
Accommodations															
Standard -- All		2969	303	10%	44%	39%	8%	47%	5378	313	0%	15%	68%	17%	85%
Nonstandard -- All **		< 10							15						
Standard -- ELL Only		314	304	8%	39%	50%	4%	54%	972	317	0%	12%	64%	24%	88%
Nonstandard -- ELL Only **									< 10						

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.
* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.
** Results for these students are invalid and not reported.

STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 03
Fall 2010

State		READING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		11612	313	6%	32%	44%	18%	62%	11802	319	0%	11%	59%	30%	89%
Gender															
Male		7836	313	6%	31%	43%	19%	62%	8004	320	0%	10%	57%	33%	90%
Female		3776	312	6%	32%	45%	17%	62%	3798	316	0%	13%	63%	23%	87%
Ethnicity															
American Indian or Alaska Native		117	309	4%	32%	53%	11%	64%	121	316	0%	7%	74%	19%	93%
Asian		175	322	3%	21%	47%	29%	77%	176	329	0%	7%	41%	52%	93%
Black or African American		2001	303	9%	44%	40%	8%	47%	2014	311	0%	20%	67%	13%	80%
Native Hawaiian or Other Pacific Islander		< 10							< 10						
White		8244	315	5%	28%	44%	22%	66%	8397	321	0%	9%	57%	35%	91%
Two or more races		302	310	7%	35%	42%	16%	58%	305	316	0%	11%	67%	22%	89%
Hispanic of any race		765	306	7%	39%	45%	8%	54%	781	315	0%	15%	64%	20%	85%
Additional Reporting Groups															
Economically Disadvantaged:	Yes	6991	307	8%	38%	43%	11%	55%	7125	315	0%	14%	65%	21%	86%
	No	4621	321	4%	23%	44%	29%	73%	4677	325	0%	7%	50%	43%	93%
English Language Learners:	Yes	499	300	8%	48%	40%	4%	44%	507	314	0%	15%	67%	18%	85%
	No	11113	313	6%	31%	44%	19%	63%	11295	319	0%	11%	59%	30%	89%
Formally Limited English		10	310	10%	40%	30%	20%	50%	10	318	0%	10%	60%	30%	90%
Migrant		< 10							< 10						
Homeless		147	307	10%	40%	35%	15%	50%	149	314	0%	21%	60%	19%	79%
Accommodations															
Standard -- All		2494	302	10%	46%	37%	7%	44%	4311	312	0%	15%	69%	15%	85%
Nonstandard -- All **		< 10							15						
Standard -- ELL Only		65	296	8%	63%	28%	2%	29%	210	312	0%	14%	73%	13%	86%
Nonstandard -- ELL Only **									< 10						

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.
* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.
** Results for these students are invalid and not reported.

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 03
Fall 2010

State		READING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		98323	334	1%	9%	45%	44%	90%	98256	330	0%	4%	41%	55%	96%
Gender															
Male		48035	332	1%	11%	46%	42%	88%	48014	331	0%	4%	39%	57%	96%
Female		50288	335	1%	8%	45%	47%	91%	50242	329	0%	4%	42%	54%	96%
Ethnicity															
American Indian or Alaska Native		692	330	1%	10%	50%	38%	89%	694	325	0%	4%	50%	46%	96%
Asian		3060	342	1%	5%	37%	58%	95%	3150	345	0%	2%	20%	79%	98%
Black or African American		18511	319	3%	19%	56%	22%	78%	18455	319	0%	10%	60%	30%	90%
Native Hawaiian or Other Pacific Islander		94	331	2%	7%	52%	38%	90%	94	328	0%	4%	41%	54%	96%
White		67214	338	1%	6%	42%	52%	93%	67141	333	0%	2%	35%	63%	98%
Two or more races		2153	333	1%	8%	47%	43%	90%	2150	329	0%	3%	45%	52%	97%
Hispanic of any race		6599	324	2%	15%	55%	27%	83%	6572	323	0%	5%	54%	41%	95%
Additional Reporting Groups															
Economically Disadvantaged:	Yes	48834	325	2%	14%	53%	31%	84%	48781	323	0%	6%	53%	41%	94%
	No	49489	342	0%	4%	38%	58%	95%	49475	336	0%	1%	29%	69%	99%
English Language Learners:	Yes	5354	315	3%	23%	59%	15%	74%	5529	322	0%	7%	56%	36%	93%
	No	92969	335	1%	8%	44%	46%	91%	92727	330	0%	4%	40%	56%	96%
Formally Limited English		241	334	1%	6%	50%	43%	93%	237	338	0%	1%	31%	68%	99%
Migrant		156	313	4%	24%	59%	13%	72%	132	319	0%	6%	62%	32%	94%
Homeless		824	324	2%	16%	52%	30%	82%	820	322	0%	7%	58%	35%	93%
Accommodations															
Standard -- All		475	308	8%	33%	49%	10%	59%	1067	317	0%	12%	62%	26%	88%
Nonstandard -- All **															
Standard -- ELL Only		249	306	8%	32%	56%	4%	60%	762	318	0%	11%	62%	27%	89%
Nonstandard -- ELL Only **															

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.
* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.
** Results for these students are invalid and not reported.

STATE DEMOGRAPHIC REPORT

All Students

Grade 04
Fall 2010

330

Attachment 8.A

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	112549	430	2%	14%	53%	31%	84%	112452	398	5%	48%	36%	11%	47%	112919	429	0%	8%	49%	43%	91%
Gender																					
Male	57355	427	3%	16%	53%	28%	81%	57302	393	7%	54%	32%	8%	39%	57655	430	0%	9%	47%	44%	91%
Female	55194	433	1%	12%	52%	35%	87%	55150	403	3%	41%	40%	16%	56%	55264	428	0%	8%	51%	41%	92%
Ethnicity																					
American Indian or Alaska Native	886	423	4%	19%	57%	21%	77%	883	390	8%	58%	29%	4%	34%	889	422	0%	11%	60%	29%	89%
Asian	3207	442	1%	7%	43%	49%	92%	3208	413	2%	27%	42%	28%	71%	3284	447	0%	3%	26%	71%	97%
Black or African American	21076	415	4%	26%	55%	14%	69%	21061	387	10%	62%	24%	4%	28%	21094	416	0%	19%	62%	19%	81%
Native Hawaiian or Other Pacific Islander	95	439	0%	9%	49%	41%	91%	95	402	5%	41%	42%	12%	54%	96	432	0%	3%	45%	52%	97%
White	77822	435	1%	10%	52%	36%	88%	77798	401	3%	44%	39%	13%	53%	78085	432	0%	6%	45%	49%	94%
Two or more races	2357	429	2%	14%	55%	29%	84%	2354	398	4%	50%	34%	11%	45%	2360	428	0%	9%	51%	40%	91%
Hispanic of any race	7106	421	3%	19%	59%	19%	78%	7053	392	7%	57%	30%	6%	36%	7111	422	0%	11%	61%	28%	89%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	56244	421	3%	21%	57%	19%	76%	56168	390	8%	59%	28%	5%	33%	56502	421	0%	13%	59%	28%	87%
No	56305	440	1%	7%	49%	43%	92%	56284	406	2%	37%	43%	18%	61%	56417	436	0%	4%	39%	57%	96%
English Language Learners: Yes	5040	411	4%	29%	59%	8%	66%	5006	386	10%	64%	23%	3%	26%	5211	418	0%	15%	63%	22%	85%
No	107509	431	2%	13%	53%	32%	85%	107446	399	5%	47%	36%	12%	48%	107708	429	0%	8%	48%	44%	92%
Formally Limited English	611	438	0%	5%	57%	38%	95%	611	410	0%	32%	48%	20%	68%	610	441	0%	3%	32%	65%	97%
Migrant	166	414	6%	25%	58%	10%	69%	145	383	18%	52%	27%	3%	30%	134	422	0%	8%	64%	28%	92%
Homeless	827	419	5%	22%	57%	16%	73%	821	388	9%	63%	23%	5%	28%	823	420	0%	16%	57%	27%	84%
Accommodations																					
Standard -- All	3644	399	11%	47%	37%	5%	42%	3834	372	24%	68%	7%	1%	8%	6757	410	0%	29%	60%	11%	71%
Nonstandard -- All **	< 10							11							15						
Standard -- ELL Only	286	403	7%	42%	46%	5%	51%	259	374	20%	69%	10%	1%	10%	792	414	0%	23%	60%	17%	77%
Nonstandard -- ELL Only **	< 10							< 10													

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 04
Fall 2010

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12840	408	9%	37%	43%	11%	54%	12832	378	19%	64%	14%	3%	17%	13132	416	0%	22%	57%	20%	77%
Gender																					
Male	8518	407	9%	37%	43%	11%	54%	8507	376	21%	64%	13%	2%	15%	8764	417	0%	21%	57%	22%	79%
Female	4322	408	8%	37%	44%	11%	55%	4325	381	15%	65%	16%	4%	20%	4368	413	0%	26%	58%	17%	74%
Ethnicity																					
American Indian or Alaska Native	148	399	14%	43%	39%	5%	44%	148	370	26%	68%	5%	1%	6%	152	410	0%	26%	65%	9%	74%
Asian	163	418	6%	24%	52%	18%	71%	163	390	10%	58%	23%	9%	32%	165	426	0%	8%	54%	38%	92%
Black or African American	2321	396	13%	50%	33%	3%	36%	2319	368	32%	61%	6%	1%	7%	2375	407	0%	35%	57%	7%	64%
Native Hawaiian or Other Pacific Islander	10	422	0%	40%	30%	30%	60%	10	375	30%	50%	20%	0%	20%	11	418	0%	9%	64%	27%	91%
White	9063	411	7%	33%	47%	13%	60%	9060	381	16%	65%	16%	3%	20%	9264	418	0%	19%	57%	24%	81%
Two or more races	315	406	8%	39%	43%	10%	52%	315	377	17%	71%	10%	2%	12%	319	415	0%	21%	61%	17%	78%
Hispanic of any race	820	401	11%	45%	38%	6%	44%	817	374	23%	67%	8%	2%	10%	846	411	0%	28%	59%	12%	72%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	7607	401	11%	44%	40%	6%	46%	7602	373	24%	66%	8%	1%	10%	7821	412	0%	27%	60%	13%	73%
No	5233	416	5%	28%	49%	18%	67%	5230	386	12%	61%	22%	5%	27%	5311	422	0%	15%	54%	31%	84%
English Language Learners: Yes	535	396	13%	49%	36%	2%	38%	534	371	27%	67%	5%	1%	6%	552	410	0%	32%	58%	10%	68%
No	12305	408	8%	37%	44%	11%	55%	12298	378	19%	64%	14%	3%	17%	12580	416	0%	22%	57%	21%	78%
Formally Limited English	23	425	0%	22%	65%	13%	78%	23	396	0%	52%	35%	13%	48%	23	429	0%	4%	57%	39%	96%
Migrant	15	384	33%	60%	7%	0%	7%	12	358	50%	50%	0%	0%	0%	13	407	0%	31%	62%	8%	69%
Homeless	132	399	15%	41%	41%	3%	44%	132	372	20%	76%	4%	0%	4%	137	409	0%	33%	59%	8%	67%
Accommodations																					
Standard -- All	3199	398	12%	48%	36%	4%	40%	3363	371	25%	69%	6%	1%	7%	5827	409	0%	30%	60%	9%	70%
Nonstandard -- All **	< 10							< 10							13						
Standard -- ELL Only	58	391	17%	55%	28%	0%	28%	57	362	39%	61%	0%	0%	0%	210	407	0%	35%	60%	5%	65%
Nonstandard -- ELL Only **	< 10							< 10													

Performance Level
1 & 2 - Advanced and Proficient
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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 04
Fall 2010

Attachment 8.A

332

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities	99709	433	1%	11%	54%	34%	88%	99620	401	3%	46%	39%	13%	51%	99787	430	0%	7%	48%	46%	93%
Gender																					
Male	48837	431	2%	12%	55%	31%	86%	48795	396	4%	52%	35%	9%	43%	48891	432	0%	6%	45%	48%	94%
Female	50872	435	1%	9%	53%	37%	90%	50825	405	2%	39%	42%	17%	59%	50896	429	0%	7%	50%	43%	93%
Ethnicity																					
American Indian or Alaska Native	738	427	2%	14%	60%	24%	84%	735	394	5%	56%	34%	5%	39%	737	424	0%	8%	59%	33%	92%
Asian	3044	444	1%	6%	43%	50%	93%	3045	415	2%	25%	43%	29%	73%	3119	448	0%	3%	24%	73%	97%
Black or African American	18755	417	3%	23%	58%	15%	73%	18742	389	7%	62%	26%	5%	31%	18719	417	0%	17%	62%	21%	83%
Native Hawaiian or Other Pacific Islander	85	441	0%	6%	52%	42%	94%	85	405	2%	40%	45%	13%	58%	85	434	0%	2%	42%	55%	98%
White	68759	438	1%	7%	53%	39%	92%	68738	404	2%	41%	42%	15%	57%	68821	434	0%	4%	43%	53%	96%
Two or more races	2042	433	1%	10%	57%	32%	88%	2039	401	2%	47%	38%	13%	51%	2041	430	0%	7%	49%	44%	93%
Hispanic of any race	6286	424	2%	16%	62%	21%	82%	6236	394	5%	56%	33%	7%	40%	6265	423	0%	9%	61%	30%	91%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	48637	424	2%	17%	60%	21%	81%	48566	393	5%	58%	31%	6%	37%	48681	423	0%	11%	59%	31%	89%
No	51072	442	0%	5%	49%	46%	95%	51054	408	1%	34%	46%	19%	65%	51106	438	0%	3%	37%	60%	97%
English Language Learners: Yes	4505	413	3%	27%	61%	9%	70%	4472	388	8%	64%	25%	3%	28%	4659	419	0%	13%	63%	23%	86%
No	95204	434	1%	10%	54%	35%	89%	95148	401	3%	45%	39%	13%	52%	95128	431	0%	6%	47%	47%	94%
Formally Limited English	588	438	0%	5%	56%	39%	95%	588	410	0%	31%	48%	20%	69%	587	441	0%	3%	31%	66%	97%
Migrant	151	417	3%	22%	64%	11%	75%	133	385	15%	53%	29%	3%	32%	121	423	0%	6%	64%	30%	94%
Homeless	695	422	3%	19%	60%	19%	79%	689	391	6%	61%	27%	6%	33%	686	422	0%	13%	57%	30%	87%
Accommodations																					
Standard -- All	445	407	7%	38%	46%	9%	56%	471	380	15%	67%	14%	3%	18%	930	416	0%	21%	58%	21%	79%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	228	406	5%	38%	50%	7%	57%	202	378	15%	72%	12%	1%	13%	582	417	0%	19%	60%	21%	81%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
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STATE DEMOGRAPHIC REPORT

All Students

Grade 05
Fall 2010

333

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	113922	531	5%	9%	41%	44%	85%	114234	526	3%	18%	35%	45%	80%	114368	524	5%	17%	40%	38%	78%
Gender																					
Male	57569	529	7%	11%	41%	42%	83%	57816	527	3%	18%	33%	46%	80%	57881	525	5%	17%	38%	40%	78%
Female	56353	533	4%	8%	40%	47%	88%	56418	524	2%	17%	37%	43%	80%	56487	523	4%	17%	42%	37%	79%
Ethnicity																					
American Indian or Alaska Native	906	525	7%	10%	50%	33%	83%	909	517	3%	23%	42%	32%	74%	908	518	6%	20%	45%	30%	75%
Asian	3144	544	3%	5%	29%	63%	92%	3239	555	1%	7%	17%	75%	92%	3236	536	3%	9%	33%	54%	87%
Black or African American	21435	517	11%	17%	46%	26%	72%	21440	510	6%	33%	39%	22%	61%	21450	504	12%	35%	39%	13%	53%
Native Hawaiian or Other Pacific Islander	122	538	2%	7%	37%	55%	92%	123	538	0%	11%	28%	61%	89%	123	533	4%	8%	37%	51%	88%
White	78957	535	4%	7%	39%	50%	89%	79153	530	2%	13%	34%	51%	85%	79269	530	3%	12%	39%	46%	85%
Two or more races	2355	530	5%	10%	43%	42%	85%	2354	524	2%	20%	36%	41%	78%	2361	522	4%	19%	42%	35%	77%
Hispanic of any race	7003	522	8%	14%	48%	30%	79%	7016	517	3%	23%	43%	31%	73%	7021	513	7%	26%	46%	22%	68%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	55644	521	9%	14%	47%	30%	77%	55884	515	4%	26%	41%	30%	70%	55957	513	8%	26%	43%	24%	67%
No	58278	540	2%	5%	34%	58%	92%	58350	536	1%	10%	30%	59%	89%	58411	535	2%	9%	36%	53%	89%
English Language Learners: Yes	4236	509	15%	22%	51%	13%	63%	4406	512	5%	31%	42%	22%	65%	4403	500	13%	38%	41%	8%	49%
No	109686	532	5%	9%	40%	46%	86%	109828	527	2%	17%	35%	46%	81%	109965	525	5%	16%	40%	40%	79%
Formally Limited English	780	533	1%	4%	54%	41%	95%	776	538	1%	7%	28%	63%	92%	778	526	1%	11%	53%	35%	88%
Migrant	167	512	10%	22%	52%	16%	68%	146	516	3%	20%	49%	28%	77%	145	503	8%	35%	50%	8%	57%
Homeless	798	518	12%	16%	47%	26%	73%	799	513	5%	28%	40%	27%	67%	797	512	9%	24%	44%	22%	67%
Accommodations																					
Standard -- All	4027	500	27%	28%	36%	9%	45%	7469	499	12%	47%	31%	10%	41%	7522	501	15%	37%	38%	10%	48%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	187	497	27%	31%	36%	6%	42%	649	505	11%	40%	32%	17%	49%	653	495	19%	41%	34%	6%	40%
Nonstandard -- ELL Only **								< 10													

Performance Level
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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 05
Fall 2010

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	13159	506	22%	25%	38%	15%	53%	13357	505	9%	41%	33%	18%	50%	13489	506	13%	33%	38%	16%	54%
Gender																					
Male	8551	506	23%	24%	37%	16%	53%	8729	508	8%	38%	34%	20%	54%	8792	508	13%	30%	39%	18%	57%
Female	4608	505	22%	25%	40%	13%	53%	4628	501	11%	46%	31%	13%	44%	4697	502	14%	37%	38%	11%	49%
Ethnicity																					
American Indian or Alaska Native	139	501	28%	27%	36%	9%	45%	144	499	11%	47%	33%	8%	42%	145	498	20%	36%	37%	8%	44%
Asian	175	516	14%	26%	34%	26%	60%	181	521	7%	25%	33%	35%	68%	179	510	12%	28%	40%	20%	60%
Black or African American	2519	495	34%	30%	30%	6%	37%	2546	495	16%	51%	26%	7%	33%	2551	490	25%	46%	25%	4%	29%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	9236	509	19%	23%	41%	18%	58%	9382	508	7%	37%	35%	21%	55%	9500	510	10%	28%	42%	20%	62%
Two or more races	273	505	21%	22%	43%	14%	57%	275	504	6%	45%	32%	17%	49%	281	505	11%	34%	42%	12%	54%
Hispanic of any race	811	498	32%	27%	32%	8%	41%	823	499	13%	45%	30%	11%	41%	827	497	17%	43%	33%	7%	40%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	7922	500	27%	27%	36%	9%	45%	8090	500	11%	47%	31%	11%	42%	8165	500	16%	38%	36%	10%	46%
No	5237	514	15%	20%	41%	24%	65%	5267	514	6%	31%	36%	28%	63%	5324	514	9%	25%	42%	25%	67%
English Language Learners: Yes	521	491	38%	30%	29%	2%	31%	532	498	11%	49%	31%	8%	39%	532	493	19%	49%	30%	3%	33%
No	12638	506	22%	24%	38%	16%	54%	12825	506	9%	40%	33%	18%	51%	12957	506	13%	32%	39%	16%	55%
Formally Limited English	30	514	17%	13%	50%	20%	70%	29	512	10%	21%	52%	17%	69%	30	512	10%	23%	53%	13%	67%
Migrant	10	480	60%	40%	0%	0%	0%	10	489	10%	80%	10%	0%	10%	< 10						
Homeless	138	495	36%	31%	24%	9%	33%	144	496	16%	50%	26%	8%	34%	144	499	17%	40%	35%	8%	43%
Accommodations																					
Standard -- All	3657	499	27%	29%	35%	8%	43%	6680	498	12%	49%	31%	9%	40%	6748	501	15%	37%	39%	10%	48%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	55	489	40%	33%	27%	0%	27%	211	496	12%	54%	28%	7%	35%	213	494	16%	48%	31%	4%	35%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 05
Fall 2010

335

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities	100763	534	3%	7%	41%	48%	89%	100877	529	2%	15%	36%	48%	84%	100879	527	4%	15%	40%	41%	81%
Gender																					
Male	49018	532	4%	8%	42%	46%	88%	49087	531	2%	14%	33%	51%	84%	49089	528	4%	15%	37%	44%	81%
Female	51745	536	3%	7%	41%	50%	91%	51790	526	2%	15%	38%	45%	83%	51790	525	3%	15%	42%	39%	81%
Ethnicity																					
American Indian or Alaska Native	767	529	3%	7%	53%	37%	90%	765	520	2%	18%	43%	37%	80%	763	522	3%	17%	46%	34%	80%
Asian	2969	545	2%	4%	29%	65%	94%	3058	557	1%	6%	16%	77%	94%	3057	538	3%	8%	33%	56%	89%
Black or African American	18916	520	8%	15%	48%	28%	76%	18894	512	5%	30%	41%	24%	65%	18899	506	11%	33%	41%	15%	56%
Native Hawaiian or Other Pacific Islander	116	540	2%	3%	38%	57%	95%	117	539	0%	11%	26%	63%	89%	117	534	4%	6%	37%	53%	90%
White	69721	538	2%	5%	39%	54%	93%	69771	533	1%	10%	34%	55%	89%	69769	533	2%	10%	39%	50%	89%
Two or more races	2082	533	3%	8%	43%	46%	89%	2079	527	2%	17%	37%	45%	81%	2080	525	3%	16%	42%	38%	80%
Hispanic of any race	6192	525	5%	12%	50%	33%	83%	6193	519	2%	20%	45%	33%	78%	6194	515	5%	23%	48%	24%	72%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	47722	525	6%	12%	49%	34%	83%	47794	518	3%	22%	42%	33%	75%	47792	515	6%	23%	44%	26%	70%
No	53041	543	1%	4%	34%	61%	95%	53083	538	1%	8%	30%	62%	92%	53087	537	1%	7%	36%	55%	91%
English Language Learners: Yes	3715	511	11%	21%	54%	14%	68%	3874	513	4%	28%	44%	24%	68%	3871	501	12%	37%	42%	9%	51%
No	97048	535	3%	7%	41%	49%	90%	97003	529	2%	14%	35%	49%	84%	97008	528	3%	14%	40%	43%	82%
Formally Limited English	750	534	1%	3%	54%	42%	96%	747	539	1%	7%	27%	65%	93%	748	527	1%	10%	53%	36%	89%
Migrant	157	514	7%	21%	55%	17%	72%	136	518	2%	15%	52%	30%	82%	136	504	8%	32%	52%	8%	60%
Homeless	660	523	7%	12%	52%	30%	81%	655	517	3%	23%	43%	31%	75%	653	515	7%	21%	46%	25%	72%
Accommodations																					
Standard -- All	370	507	22%	18%	43%	17%	59%	789	507	10%	38%	32%	20%	52%	774	499	17%	36%	36%	10%	47%
Nonstandard -- All **								< 10													
Standard -- ELL Only	132	500	21%	30%	39%	9%	48%	438	509	11%	33%	34%	22%	56%	440	496	20%	38%	35%	7%	42%
Nonstandard -- ELL Only **								< 10													

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

All Students

Grade 06
Fall 2010

Attachment 8.A

336

State	READING							MATHEMATICS							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	113971	628	5%	11%	47%	37%	84%	114137	623	1%	14%	38%	46%	84%	114479	612	8%	17%	38%	38%	75%
Gender																					
Male	57956	625	6%	13%	47%	34%	81%	58088	623	2%	16%	37%	46%	83%	58286	613	9%	17%	35%	39%	74%
Female	56015	630	3%	10%	47%	40%	87%	56049	623	1%	13%	39%	47%	86%	56193	612	7%	16%	40%	36%	77%
Ethnicity																					
American Indian or Alaska Native	961	622	6%	14%	50%	30%	80%	961	617	1%	19%	45%	36%	81%	965	609	9%	21%	41%	29%	70%
Asian	2918	638	3%	6%	39%	53%	91%	2977	646	0%	5%	19%	76%	95%	2975	620	5%	10%	31%	54%	86%
Black or African American	21514	612	10%	22%	51%	17%	68%	21469	610	3%	28%	46%	23%	69%	21520	601	18%	30%	37%	15%	52%
Native Hawaiian or Other Pacific Islander	103	636	2%	9%	40%	50%	89%	102	630	0%	12%	24%	65%	88%	104	618	6%	9%	34%	52%	86%
White	79610	632	3%	8%	45%	44%	89%	79751	626	1%	10%	36%	53%	89%	80009	616	5%	13%	37%	45%	82%
Two or more races	2260	626	5%	12%	48%	35%	83%	2259	621	1%	16%	41%	42%	83%	2270	611	8%	19%	39%	34%	73%
Hispanic of any race	6605	618	8%	17%	52%	23%	75%	6618	615	2%	19%	46%	33%	79%	6636	607	11%	22%	44%	24%	67%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	55039	618	7%	17%	52%	24%	76%	55153	614	2%	22%	45%	31%	77%	55426	606	13%	24%	40%	23%	63%
No	58932	637	2%	6%	42%	50%	92%	58984	631	1%	7%	32%	60%	92%	59053	619	4%	10%	35%	52%	87%
English Language Learners: Yes	3286	601	17%	32%	45%	6%	51%	3439	610	3%	29%	46%	21%	68%	3435	598	23%	33%	35%	9%	44%
No	110685	628	4%	11%	47%	38%	85%	110698	623	1%	14%	38%	47%	85%	111044	613	8%	16%	38%	39%	76%
Formally Limited English	800	627	1%	8%	61%	30%	91%	797	631	1%	5%	31%	63%	94%	796	614	3%	12%	45%	40%	85%
Migrant	123	612	12%	19%	52%	17%	69%	107	616	3%	17%	48%	33%	80%	104	604	13%	28%	38%	22%	60%
Homeless	802	616	10%	18%	51%	21%	72%	796	613	2%	25%	47%	26%	74%	811	605	14%	26%	38%	21%	60%
Accommodations																					
Standard -- All	3204	598	22%	35%	36%	7%	43%	7252	601	6%	46%	38%	9%	48%	7344	596	26%	35%	31%	8%	39%
Nonstandard -- All **	20														21						
Standard -- ELL Only	146	590	34%	37%	28%	1%	29%	405	605	6%	44%	34%	15%	49%	437	590	40%	37%	19%	5%	23%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 06
Fall 2010

State	READING							MATHEMATICS							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12723	602	20%	32%	39%	9%	49%	12833	604	5%	41%	40%	15%	54%	13205	599	23%	32%	32%	13%	45%
Gender																					
Male	8260	601	21%	31%	39%	10%	48%	8382	605	5%	39%	39%	16%	55%	8593	600	23%	30%	33%	14%	47%
Female	4463	602	18%	32%	40%	9%	49%	4451	603	5%	43%	40%	12%	52%	4612	597	23%	35%	32%	10%	42%
Ethnicity																					
American Indian or Alaska Native	135	599	23%	33%	37%	7%	44%	136	602	2%	46%	41%	11%	52%	142	595	24%	41%	30%	5%	35%
Asian	129	611	14%	25%	40%	22%	61%	132	621	5%	20%	30%	44%	74%	132	604	17%	22%	38%	23%	61%
Black or African American	2626	592	29%	39%	28%	3%	31%	2635	597	8%	54%	32%	6%	38%	2707	592	38%	36%	21%	4%	26%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	8750	605	16%	29%	43%	12%	55%	8841	607	4%	36%	42%	17%	59%	9101	601	19%	30%	36%	16%	52%
Two or more races	303	599	20%	35%	37%	7%	44%	301	603	5%	43%	40%	12%	52%	314	597	23%	39%	28%	10%	38%
Hispanic of any race	774	595	27%	35%	33%	5%	38%	782	600	6%	47%	39%	7%	47%	801	595	26%	37%	31%	6%	37%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	7885	597	24%	35%	36%	6%	41%	7952	601	6%	47%	38%	9%	47%	8241	596	28%	35%	29%	8%	37%
No	4838	609	14%	26%	45%	15%	60%	4881	610	4%	31%	42%	23%	65%	4964	604	16%	26%	37%	21%	58%
English Language Learners: Yes	478	587	36%	43%	20%	1%	21%	487	600	6%	49%	38%	7%	45%	494	591	35%	40%	22%	3%	25%
No	12245	602	19%	31%	40%	10%	50%	12346	604	5%	40%	40%	15%	54%	12711	599	23%	31%	33%	13%	46%
Formally Limited English	32	607	9%	31%	47%	13%	59%	33	614	6%	21%	42%	30%	73%	33	607	6%	30%	48%	15%	64%
Migrant	12	595	17%	50%	33%	0%	33%	11	600	9%	27%	64%	0%	64%	11	594	18%	45%	36%	0%	36%
Homeless	163	598	25%	36%	33%	7%	40%	160	602	6%	49%	37%	9%	46%	175	595	27%	40%	23%	10%	33%
Accommodations																					
Standard -- All	2918	598	22%	36%	36%	6%	42%	6628	601	6%	47%	39%	9%	47%	6705	596	26%	35%	32%	8%	40%
Nonstandard -- All **	12														14						
Standard -- ELL Only	40	583	53%	38%	10%	0%	10%	104	598	10%	47%	39%	4%	43%	97	590	37%	38%	22%	3%	25%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 06
Fall 2010

338

State	READING							MATHEMATICS							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities	101248	631	3%	9%	48%	41%	88%	101304	625	1%	11%	38%	50%	88%	101274	614	6%	15%	38%	41%	79%
Gender																					
Male	49696	629	3%	10%	48%	39%	87%	49706	626	1%	12%	37%	51%	88%	49693	615	7%	15%	35%	44%	79%
Female	51552	633	2%	8%	47%	43%	90%	51598	625	1%	10%	39%	50%	89%	51581	613	6%	15%	41%	39%	80%
Ethnicity																					
American Indian or Alaska Native	826	626	3%	11%	52%	34%	86%	825	619	0%	14%	45%	40%	86%	823	611	7%	17%	43%	33%	76%
Asian	2789	639	2%	5%	39%	54%	93%	2845	648	0%	4%	19%	77%	96%	2843	621	4%	9%	31%	56%	87%
Black or African American	18888	615	7%	20%	55%	19%	73%	18834	612	2%	25%	48%	25%	73%	18813	602	16%	29%	39%	16%	55%
Native Hawaiian or Other Pacific Islander	97	638	2%	6%	40%	52%	92%	96	631	0%	8%	24%	68%	92%	96	620	3%	7%	34%	55%	90%
White	70860	636	1%	6%	45%	48%	93%	70910	629	0%	7%	35%	57%	93%	70908	618	3%	11%	37%	48%	86%
Two or more races	1957	630	3%	8%	49%	40%	89%	1958	624	0%	12%	41%	46%	88%	1956	613	5%	16%	41%	38%	79%
Hispanic of any race	5831	621	5%	15%	55%	26%	80%	5836	617	1%	16%	47%	36%	83%	5835	608	9%	20%	46%	26%	72%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	47154	622	5%	14%	55%	26%	81%	47201	617	1%	17%	47%	35%	81%	47185	607	10%	22%	42%	25%	68%
No	54094	639	1%	4%	41%	53%	95%	54103	633	0%	5%	31%	64%	94%	54089	620	2%	8%	34%	55%	89%
English Language Learners: Yes	2808	604	13%	30%	49%	7%	56%	2952	612	2%	26%	48%	24%	72%	2941	599	21%	32%	38%	10%	48%
No	98440	632	2%	8%	48%	42%	89%	98352	626	1%	10%	38%	51%	89%	98333	615	6%	14%	38%	42%	80%
Formally Limited English	768	628	1%	7%	61%	31%	92%	764	632	1%	5%	30%	64%	95%	763	615	3%	12%	45%	41%	86%
Migrant	111	614	12%	15%	54%	19%	73%	96	618	2%	16%	46%	36%	82%	93	605	12%	26%	38%	25%	62%
Homeless	639	621	6%	14%	55%	25%	80%	636	615	1%	19%	50%	31%	81%	636	607	11%	22%	42%	25%	67%
Accommodations																					
Standard -- All	286	604	19%	30%	38%	13%	51%	624	606	5%	43%	34%	18%	52%	639	594	32%	36%	24%	8%	32%
Nonstandard -- All **	< 10														< 10						
Standard -- ELL Only	106	593	27%	37%	35%	1%	36%	301	608	5%	44%	33%	19%	51%	340	590	41%	36%	18%	5%	23%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
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STATE DEMOGRAPHIC REPORT

All Students

Grade 07
Fall 2010

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	115696	724	10%	10%	46%	33%	79%	115626	698	8%	44%	38%	10%	48%	115756	724	1%	15%	35%	49%	85%
Gender																					
Male	59273	721	13%	12%	46%	29%	75%	59229	693	11%	50%	33%	6%	40%	59310	724	1%	16%	34%	48%	83%
Female	56423	728	8%	9%	47%	36%	83%	56397	704	5%	39%	43%	13%	57%	56446	725	0%	13%	36%	50%	86%
Ethnicity																					
American Indian or Alaska Native	1003	719	12%	14%	48%	26%	74%	1001	693	10%	53%	30%	6%	37%	998	719	1%	18%	41%	41%	82%
Asian	2993	741	6%	5%	36%	53%	89%	2989	713	5%	25%	45%	25%	70%	3051	750	0%	6%	16%	78%	93%
Black or African American	21720	707	22%	18%	47%	13%	60%	21713	687	16%	57%	24%	3%	28%	21676	709	1%	31%	45%	23%	68%
Native Hawaiian or Other Pacific Islander	89	725	6%	12%	55%	27%	82%	89	700	2%	46%	43%	9%	52%	89	725	0%	11%	44%	45%	89%
White	81201	729	7%	8%	46%	38%	84%	81168	702	6%	41%	42%	11%	53%	81257	728	0%	11%	32%	57%	89%
Two or more races	2141	724	10%	11%	48%	32%	79%	2135	697	8%	47%	36%	9%	45%	2137	722	1%	16%	38%	45%	83%
Hispanic of any race	6549	716	14%	14%	51%	20%	72%	6531	692	10%	53%	32%	5%	37%	6548	716	1%	20%	44%	36%	79%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	54199	713	16%	15%	50%	19%	69%	54160	690	12%	54%	29%	4%	34%	54267	715	1%	23%	43%	33%	76%
No	61497	734	5%	6%	44%	45%	88%	61466	706	4%	36%	46%	14%	60%	61489	733	0%	8%	28%	64%	92%
English Language Learners: Yes	3104	699	31%	21%	42%	6%	48%	3096	680	21%	61%	16%	1%	18%	3259	710	2%	32%	43%	24%	67%
No	112592	725	10%	10%	46%	33%	80%	112530	699	7%	44%	39%	10%	49%	112497	725	1%	14%	35%	50%	85%
Formally Limited English	734	726	4%	7%	59%	31%	89%	732	708	2%	31%	52%	14%	66%	731	733	0%	7%	27%	66%	93%
Migrant	141	704	25%	18%	48%	10%	57%	130	682	22%	53%	25%	1%	25%	123	714	2%	18%	47%	33%	80%
Homeless	800	711	20%	14%	50%	16%	66%	801	686	17%	57%	24%	3%	27%	795	712	1%	27%	44%	29%	72%
Accommodations																					
Standard -- All	3198	692	44%	22%	29%	5%	34%	3454	672	36%	56%	8%	1%	8%	6761	700	3%	50%	39%	9%	48%
Nonstandard -- All **	13							13							< 10						
Standard -- ELL Only	223	686	54%	19%	27%	0%	27%	233	667	43%	51%	6%	0%	6%	489	704	3%	45%	37%	16%	52%
Nonstandard -- ELL Only **	< 10																				

Performance Level
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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 07
Fall 2010

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12680	694	41%	22%	30%	6%	36%	12667	673	34%	56%	9%	1%	10%	12680	703	3%	46%	38%	13%	51%
Gender																					
Male	8434	693	43%	21%	29%	6%	35%	8418	671	39%	53%	7%	1%	8%	8448	703	2%	44%	39%	14%	53%
Female	4246	695	38%	24%	32%	6%	38%	4249	677	26%	62%	11%	1%	13%	4232	701	3%	49%	38%	10%	48%
Ethnicity																					
American Indian or Alaska Native	161	692	43%	25%	28%	4%	32%	163	672	36%	58%	7%	0%	7%	161	701	2%	52%	37%	9%	47%
Asian	121	707	31%	16%	32%	21%	53%	121	685	22%	54%	17%	7%	24%	122	720	1%	26%	35%	38%	73%
Black or African American	2730	684	57%	22%	20%	2%	21%	2722	665	50%	47%	3%	0%	4%	2722	695	4%	63%	29%	4%	33%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	8639	697	36%	22%	34%	8%	42%	8638	676	29%	59%	11%	1%	12%	8654	705	2%	40%	42%	16%	58%
Two or more races	254	693	43%	19%	32%	6%	38%	253	671	35%	58%	7%	1%	8%	251	699	3%	56%	32%	9%	41%
Hispanic of any race	769	689	47%	26%	25%	2%	27%	764	671	36%	58%	5%	1%	6%	764	700	3%	50%	39%	8%	47%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	7826	689	47%	23%	27%	3%	30%	7825	670	40%	54%	6%	0%	6%	7831	699	3%	52%	36%	8%	45%
No	4854	700	32%	21%	37%	10%	47%	4842	679	25%	60%	13%	2%	15%	4849	708	2%	36%	42%	20%	62%
English Language Learners: Yes	385	684	57%	27%	15%	1%	16%	384	669	41%	56%	3%	0%	3%	389	698	4%	53%	36%	6%	43%
No	12295	694	41%	22%	31%	6%	37%	12283	673	34%	56%	9%	1%	10%	12291	703	2%	46%	39%	13%	52%
Formally Limited English	34	705	12%	24%	59%	6%	65%	34	689	9%	65%	26%	0%	26%	34	707	0%	32%	47%	21%	68%
Migrant	13	678	69%	31%	0%	0%	0%	12	658	58%	42%	0%	0%	0%	11	687	18%	73%	9%	0%	9%
Homeless	143	687	54%	22%	22%	3%	24%	144	668	47%	49%	5%	0%	5%	140	696	3%	58%	35%	4%	39%
Accommodations																					
Standard -- All	2846	691	44%	23%	28%	5%	33%	3044	672	36%	56%	7%	0%	7%	6090	699	3%	51%	39%	8%	46%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	49	682	57%	33%	10%	0%	10%	43	667	47%	53%	0%	0%	0%	95	697	2%	59%	36%	3%	39%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.
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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 07
Fall 2010

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities	103016	728	7%	9%	48%	36%	84%	102959	702	4%	43%	42%	11%	53%	103076	727	0%	11%	35%	54%	89%
Gender																					
Male	50839	726	8%	10%	48%	33%	82%	50811	697	6%	49%	38%	7%	45%	50862	727	0%	12%	34%	54%	88%
Female	52177	731	5%	8%	48%	39%	87%	52148	706	3%	37%	46%	14%	60%	52214	727	0%	10%	36%	54%	89%
Ethnicity																					
American Indian or Alaska Native	842	724	6%	12%	52%	30%	82%	838	697	5%	53%	35%	8%	42%	837	722	0%	11%	41%	47%	88%
Asian	2872	742	5%	5%	36%	55%	91%	2868	714	4%	24%	46%	25%	72%	2929	752	0%	5%	15%	79%	94%
Black or African American	18990	710	17%	18%	51%	14%	66%	18991	690	11%	58%	27%	4%	31%	18954	711	1%	26%	47%	26%	73%
Native Hawaiian or Other Pacific Islander	83	727	4%	10%	58%	29%	87%	83	702	1%	43%	46%	10%	55%	83	727	0%	7%	46%	47%	93%
White	72562	733	4%	7%	47%	42%	90%	72530	705	3%	39%	46%	12%	58%	72603	731	0%	7%	31%	62%	93%
Two or more races	1887	728	6%	10%	50%	35%	85%	1882	701	4%	45%	40%	10%	50%	1886	725	0%	11%	39%	50%	89%
Hispanic of any race	5780	719	10%	12%	55%	23%	78%	5767	695	6%	53%	35%	6%	41%	5784	719	0%	16%	44%	39%	84%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	46373	717	11%	14%	53%	22%	75%	46335	694	7%	54%	33%	5%	38%	46436	717	1%	18%	44%	38%	82%
No	56643	737	3%	5%	44%	48%	92%	56624	708	2%	34%	49%	15%	64%	56640	735	0%	6%	27%	67%	94%
English Language Learners: Yes	2719	701	27%	21%	46%	7%	52%	2712	682	19%	62%	18%	2%	20%	2870	712	1%	29%	43%	27%	70%
No	100297	729	6%	9%	48%	37%	85%	100247	702	4%	43%	42%	11%	53%	100206	728	0%	11%	35%	55%	89%
Formally Limited English	700	727	3%	6%	59%	32%	90%	698	709	2%	30%	53%	15%	68%	697	735	0%	6%	26%	68%	94%
Migrant	128	707	20%	16%	52%	11%	63%	118	684	18%	54%	27%	1%	28%	112	717	0%	13%	51%	37%	88%
Homeless	657	716	12%	12%	56%	19%	75%	657	690	10%	58%	28%	4%	32%	655	716	0%	20%	45%	34%	79%
Accommodations																					
Standard -- All	352	696	41%	14%	37%	8%	45%	410	676	30%	52%	15%	3%	18%	671	706	3%	39%	39%	19%	58%
Nonstandard -- All **	< 10							< 10													
Standard -- ELL Only	174	686	53%	15%	32%	0%	32%	190	667	43%	50%	7%	0%	7%	394	706	4%	41%	37%	19%	55%
Nonstandard -- ELL Only **	< 10																				

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

All Students

Grade 08
Fall 2010

342

Attachment 8.A

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	115551	822	4%	14%	50%	32%	82%	115602	818	5%	17%	35%	43%	78%	115618	820	4%	18%	47%	31%	78%
Gender																					
Male	58766	819	5%	17%	49%	28%	78%	58816	819	5%	17%	34%	44%	78%	58812	821	5%	18%	44%	33%	77%
Female	56785	825	2%	12%	50%	36%	86%	56786	817	5%	17%	36%	42%	78%	56806	819	3%	17%	51%	28%	79%
Ethnicity																					
American Indian or Alaska Native	938	816	5%	19%	52%	24%	76%	942	813	4%	20%	43%	32%	76%	944	815	4%	23%	51%	22%	74%
Asian	2920	834	2%	8%	38%	52%	90%	2973	844	2%	7%	18%	72%	91%	2971	832	3%	9%	36%	51%	88%
Black or African American	21237	810	7%	25%	52%	16%	67%	21167	804	11%	33%	39%	18%	57%	21146	805	9%	35%	47%	10%	56%
Native Hawaiian or Other Pacific Islander	95	825	3%	8%	49%	39%	88%	93	824	3%	14%	28%	55%	83%	92	825	5%	14%	35%	46%	80%
White	82252	825	3%	11%	49%	37%	86%	82322	822	3%	13%	34%	49%	84%	82364	824	3%	13%	48%	36%	84%
Two or more races	1995	822	4%	12%	51%	32%	84%	1995	817	5%	18%	37%	40%	77%	1991	819	3%	19%	49%	29%	78%
Hispanic of any race	6114	814	5%	20%	55%	20%	74%	6110	810	7%	23%	42%	28%	70%	6110	812	5%	26%	51%	18%	69%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	52068	814	6%	21%	53%	19%	73%	52088	809	8%	25%	41%	26%	67%	52111	811	6%	27%	49%	17%	67%
No	63483	829	2%	9%	47%	42%	89%	63514	826	2%	11%	31%	56%	87%	63507	827	2%	11%	46%	42%	88%
English Language Learners: Yes	3037	803	11%	34%	50%	6%	56%	3169	803	12%	31%	39%	17%	56%	3175	801	11%	40%	43%	5%	48%
No	112514	822	4%	14%	50%	33%	83%	112433	818	5%	17%	35%	44%	79%	112443	820	4%	17%	48%	31%	79%
Formally Limited English	674	828	0%	6%	57%	36%	93%	672	827	1%	10%	33%	56%	89%	672	825	1%	10%	54%	35%	89%
Migrant	143	807	7%	29%	52%	11%	64%	117	807	5%	24%	53%	18%	71%	115	808	10%	31%	45%	14%	59%
Homeless	770	810	8%	25%	50%	17%	66%	766	806	11%	28%	38%	24%	61%	769	809	7%	33%	44%	16%	60%
Accommodations																					
Standard -- All	3074	798	17%	41%	37%	6%	42%	6649	796	19%	41%	33%	7%	40%	6583	798	16%	44%	35%	5%	40%
Nonstandard -- All **	< 10							< 10													
Standard -- ELL Only	184	793	17%	49%	32%	2%	34%	492	797	24%	38%	27%	11%	38%	491	792	22%	51%	25%	2%	26%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 08
Fall 2010

State		READING							MATHEMATICS							SCIENCE						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		12679	798	17%	40%	37%	6%	43%	12701	798	17%	39%	33%	10%	44%	12797	801	14%	42%	37%	8%	44%
Gender																						
Male		8379	797	19%	39%	35%	7%	42%	8423	799	16%	38%	34%	12%	46%	8475	802	14%	40%	37%	9%	46%
Female		4300	800	14%	40%	40%	6%	46%	4278	796	19%	43%	32%	7%	39%	4322	798	14%	46%	36%	4%	41%
Ethnicity																						
American Indian or Alaska Native		149	796	17%	48%	32%	3%	35%	152	796	14%	49%	32%	6%	38%	154	799	12%	46%	36%	6%	42%
Asian		115	806	13%	25%	52%	10%	62%	114	809	10%	27%	37%	26%	63%	115	810	8%	25%	55%	12%	67%
Black or African American		2651	791	25%	47%	26%	2%	28%	2634	792	24%	49%	24%	3%	27%	2662	791	24%	52%	22%	2%	24%
Native Hawaiian or Other Pacific Islander		< 10							< 10							< 10						
White		8780	800	15%	37%	40%	8%	48%	8814	800	15%	36%	36%	13%	49%	8879	804	11%	38%	41%	10%	51%
Two or more races		257	799	18%	37%	39%	7%	46%	260	798	16%	41%	36%	8%	43%	257	801	11%	45%	36%	8%	44%
Hispanic of any race		718	796	17%	44%	34%	4%	38%	718	795	19%	43%	33%	5%	38%	721	797	16%	47%	33%	4%	37%
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	7677	795	21%	44%	31%	4%	36%	7695	795	20%	44%	31%	6%	37%	7760	797	18%	46%	32%	5%	36%
	No	5002	803	13%	33%	44%	10%	54%	5006	802	13%	33%	38%	16%	54%	5037	806	9%	35%	44%	12%	56%
English Language Learners:	Yes	379	791	24%	46%	30%	1%	30%	375	793	21%	47%	30%	3%	33%	382	793	18%	57%	23%	1%	24%
	No	12300	798	17%	39%	37%	7%	43%	12326	798	17%	39%	34%	10%	44%	12415	801	14%	41%	37%	8%	45%
Formally Limited English		28	808	0%	36%	54%	11%	64%	28	800	14%	29%	39%	18%	57%	28	804	7%	50%	32%	11%	43%
Migrant		15	786	20%	60%	20%	0%	20%	13	790	31%	46%	23%	0%	23%	13	790	31%	46%	15%	8%	23%
Homeless		155	794	21%	48%	25%	6%	31%	153	794	22%	44%	27%	7%	34%	158	798	18%	47%	28%	6%	35%
Accommodations																						
Standard -- All		2730	797	17%	41%	36%	5%	42%	6003	796	19%	41%	33%	7%	40%	5909	798	15%	44%	36%	5%	41%
Nonstandard -- All **		< 10							< 10													
Standard -- ELL Only		27	789	26%	48%	26%	0%	26%	90	791	26%	44%	30%	0%	30%	80	792	18%	60%	23%	0%	23%
Nonstandard -- ELL Only **																						

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 08
Fall 2010

State		READING							MATHEMATICS							SCIENCE						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		102872	825	2%	11%	51%	35%	87%	102901	821	3%	14%	35%	47%	82%	102821	822	3%	15%	49%	34%	82%
Gender																						
Male		50387	822	3%	13%	52%	32%	84%	50393	822	3%	14%	34%	49%	83%	50337	824	3%	15%	45%	37%	82%
Female		52485	827	1%	9%	51%	38%	89%	52508	819	4%	15%	37%	45%	81%	52484	821	2%	15%	53%	30%	83%
Ethnicity																						
American Indian or Alaska Native		789	820	2%	14%	56%	28%	84%	790	816	2%	15%	45%	37%	83%	790	818	2%	18%	54%	25%	80%
Asian		2805	835	1%	7%	38%	54%	92%	2859	845	2%	6%	18%	74%	92%	2856	833	2%	9%	36%	53%	89%
Black or African American		18586	813	5%	22%	56%	17%	73%	18533	805	9%	30%	41%	20%	61%	18484	807	7%	32%	50%	11%	61%
Native Hawaiian or Other Pacific Islander		86	829	2%	2%	52%	43%	95%	84	827	2%	11%	27%	60%	87%	83	828	1%	13%	36%	49%	86%
White		73472	828	1%	8%	50%	40%	90%	73508	824	2%	10%	34%	54%	88%	73485	826	2%	10%	49%	40%	88%
Two or more races		1738	826	2%	9%	53%	36%	89%	1735	820	3%	15%	37%	45%	82%	1734	822	2%	15%	50%	32%	83%
Hispanic of any race		5396	817	3%	17%	58%	22%	79%	5392	812	5%	21%	43%	31%	74%	5389	814	4%	23%	53%	20%	73%
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	44391	817	4%	17%	57%	22%	79%	44393	811	6%	22%	42%	30%	72%	44351	814	4%	24%	52%	20%	72%
	No	58481	831	1%	7%	47%	45%	92%	58508	828	2%	9%	30%	60%	90%	58470	829	1%	9%	46%	44%	90%
English Language Learners:	Yes	2658	804	9%	32%	53%	7%	59%	2794	805	11%	29%	41%	19%	59%	2793	802	10%	38%	45%	6%	51%
	No	100214	825	2%	11%	51%	36%	87%	100107	821	3%	14%	35%	48%	83%	100028	823	2%	14%	49%	34%	83%
Formally Limited English		646	829	0%	5%	57%	38%	95%	644	828	1%	9%	33%	57%	90%	644	826	1%	8%	55%	36%	91%
Migrant		128	809	5%	26%	56%	13%	69%	104	809	2%	21%	57%	20%	77%	102	810	7%	29%	49%	15%	64%
Homeless		615	814	5%	19%	56%	20%	75%	613	808	8%	23%	40%	28%	68%	611	812	4%	29%	49%	18%	67%
Accommodations																						
Standard -- All		344	801	13%	41%	38%	9%	47%	646	799	20%	38%	27%	15%	42%	674	796	18%	47%	29%	5%	34%
Nonstandard -- All **		< 10							< 10													
Standard -- ELL Only		157	794	16%	49%	32%	3%	35%	402	798	24%	37%	26%	13%	39%	411	792	23%	49%	25%	2%	27%
Nonstandard -- ELL Only **																						

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
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STATE DEMOGRAPHIC REPORT

All Students

Grade 09
Fall 2010

Attachment 8.A

345

State		SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		123284	916	5%	22%	44%	29%	73%
Gender								
Male		62773	917	5%	22%	40%	33%	73%
Female		60511	914	5%	23%	47%	25%	73%
Ethnicity								
American Indian or Alaska Native		1127	912	5%	26%	49%	20%	69%
Asian		2937	928	3%	12%	36%	49%	85%
Black or African American		22727	900	12%	42%	40%	7%	46%
Native Hawaiian or Other Pacific Islander		117	922	3%	15%	38%	44%	81%
White		88124	920	3%	17%	45%	35%	80%
Two or more races		1862	914	4%	23%	47%	26%	72%
Hispanic of any race		6390	908	7%	30%	46%	17%	63%
Additional Reporting Groups								
Economically Disadvantaged:	Yes	53998	906	8%	33%	44%	15%	59%
	No	69286	923	2%	14%	44%	40%	84%
English Language Learners:	Yes	3347	897	15%	46%	35%	5%	39%
	No	119937	916	5%	22%	44%	30%	74%
Formally Limited English		732	921	2%	13%	49%	36%	85%
Migrant		106	904	9%	35%	44%	11%	56%
Homeless		738	905	9%	35%	44%	12%	56%
Accommodations								
Standard -- All		5987	896	15%	49%	31%	5%	35%
Nonstandard -- All **		< 10						
Standard -- ELL Only		355	891	20%	54%	25%	1%	26%
Nonstandard -- ELL Only **								

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
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4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 09
Fall 2010

State		SOCIAL STUDIES No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		13757	898	15%	47%	31%	7%	38%
Gender								
Male		9011	900	14%	44%	33%	9%	42%
Female		4746	894	17%	52%	27%	3%	31%
Ethnicity								
American Indian or Alaska Native		175	896	11%	51%	35%	2%	37%
Asian		87	904	9%	34%	43%	14%	56%
Black or African American		2971	889	25%	56%	18%	1%	19%
Native Hawaiian or Other Pacific Islander		< 10						
White		9582	901	11%	44%	35%	10%	45%
Two or more races		226	898	14%	45%	34%	7%	41%
Hispanic of any race		708	893	20%	51%	27%	3%	29%
Additional Reporting Groups								
Economically Disadvantaged:	Yes	8367	894	18%	51%	27%	4%	31%
	No	5390	903	10%	40%	37%	12%	49%
English Language Learners:	Yes	383	889	25%	57%	17%	2%	19%
	No	13374	898	15%	46%	32%	7%	39%
Formally Limited English		27	902	7%	41%	44%	7%	52%
Migrant		12	883	25%	58%	17%	0%	17%
Homeless		138	895	19%	44%	35%	2%	37%
Accommodations								
Standard -- All		5401	896	15%	49%	31%	5%	36%
Nonstandard -- All **		< 10						
Standard -- ELL Only		39	888	18%	74%	8%	0%	8%
Nonstandard -- ELL Only **								

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
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4 - Not Proficient

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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 09
Fall 2010

347

Attachment 8.A

State		SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		109527	918	4%	19%	45%	32%	77%
Gender								
Male		53762	920	4%	18%	41%	37%	78%
Female		55765	916	4%	20%	49%	27%	76%
Ethnicity								
American Indian or Alaska Native		952	915	3%	21%	52%	24%	75%
Asian		2850	929	3%	11%	36%	50%	86%
Black or African American		19756	902	10%	40%	43%	8%	50%
Native Hawaiian or Other Pacific Islander		109	923	4%	14%	36%	47%	83%
White		78542	922	2%	14%	46%	38%	84%
Two or more races		1636	916	3%	20%	49%	28%	77%
Hispanic of any race		5682	910	5%	27%	49%	19%	67%
Additional Reporting Groups								
Economically Disadvantaged:	Yes	45631	909	6%	30%	47%	17%	64%
	No	63896	925	2%	12%	44%	43%	87%
English Language Learners:	Yes	2964	898	13%	44%	37%	5%	42%
	No	106563	919	3%	19%	46%	33%	78%
Formally Limited English		705	922	1%	12%	49%	37%	86%
Migrant		94	906	7%	32%	48%	13%	61%
Homeless		600	907	7%	33%	46%	14%	60%
Accommodations								
Standard -- All		586	894	19%	48%	28%	5%	33%
Nonstandard -- All **		< 10						
Standard -- ELL Only		316	892	20%	51%	28%	1%	29%
Nonstandard -- ELL Only **								

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.
* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.
** Results for these students are invalid and not reported.

Attachment 8.B

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2011

348

State	MME READING							MME WRITING							MME MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	107,995	1107	14	22	60	3	63	108,590	1095	8	45	42	5	47	107,293	1094	33	15	39	13	52
Gender																					
Male	54,020	1105	16	23	58	3	61	54,310	1090	10	47	39	4	43	53,619	1095	32	15	38	15	53
Female	53,975	1110	12	22	63	3	66	54,280	1099	5	44	45	6	51	53,674	1093	33	16	40	11	51
Ethnicity																					
American Indian or Alaska Native	897	1102	17	25	56	2	58	897	1085	12	52	34	1	36	890	1086	39	19	37	5	42
Asian	2,654	1117	12	15	62	11	73	2,652	1112	6	29	46	19	65	2,645	1116	15	9	35	41	76
Black or African American	17,479	1087	31	34	34	0	35	17,786	1072	19	63	18	1	19	17,173	1066	65	16	18	1	19
Native Hawaiian or Other Pacific Islander	78	1103	17	26	56	1	58	79	1088	14	48	34	4	38	77	1094	40	6	43	10	53
White	81,019	1112	10	19	66	4	70	81,261	1100	5	41	48	6	54	80,676	1100	25	15	44	15	59
Two or more races	1,465	1106	14	23	60	3	63	1,477	1094	7	48	41	4	45	1,457	1091	37	15	36	11	47
Hispanic of any race	4,403	1097	21	29	48	1	50	4,438	1083	12	58	28	2	30	4,375	1082	46	18	31	5	36
Additional Reporting Groups																					
Economically Disadvantaged: Yes	39,387	1095	24	30	46	1	47	39,767	1079	14	58	26	1	28	38,953	1078	50	17	28	4	32
No	68,608	1114	9	18	68	5	73	68,823	1103	4	38	51	7	58	68,340	1103	22	14	45	18	63
English Language Learners: Yes	2,614	1073	46	32	22	0	22	2,605	1063	25	62	12	0	13	2,594	1065	62	16	19	3	22
No	105,381	1108	14	22	61	3	64	105,985	1095	7	45	43	5	48	104,699	1095	32	15	40	13	53
Formerly Limited English Proficient	662	1102	15	28	56	1	57	667	1092	5	54	39	2	41	660	1094	30	18	42	10	52
Migrant	44	1088	36	39	23	2	25	44	1073	16	70	14	0	14	44	1079	57	16	27	0	27
Homeless	1,034	1090	27	31	41	0	41	1,046	1070	19	61	19	0	20	1,022	1074	57	18	23	2	25
Accommodations																					
Standard -- All	7,488	1077	46	27	25	1	26	6,889	1057	29	58	12	1	13	8,371	1056	77	10	11	2	13
Nonstandard -- All **	69														30						
Standard -- ELL Only	325	1048	75	18	6	0	6	225	1031	51	46	3	0	3	354	1042	85	6	7	1	8
Nonstandard -- ELL Only **	< 10														< 10						

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2011

Michigan Merit Examination

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		107,653	1103	24	15	52	9	61	107,757	1123	8	15	36	41	78
Gender															
Male		53,832	1104	25	14	50	12	62	53,895	1125	8	14	33	45	78
Female		53,821	1102	24	16	53	7	60	53,862	1120	7	15	40	37	77
Ethnicity															
American Indian or Alaska Native		891	1097	29	18	49	5	53	898	1118	9	17	39	34	73
Asian		2,651	1119	14	10	51	25	76	2,659	1134	5	9	27	59	86
Black or African American		17,342	1077	53	22	24	1	25	17,386	1104	18	28	41	13	53
Native Hawaiian or Other Pacific Islander		77	1102	25	23	44	8	52	77	1122	5	21	39	35	74
White		80,843	1109	18	14	58	11	69	80,871	1127	6	11	35	48	83
Two or more races		1,463	1101	26	16	50	7	58	1,469	1121	7	16	40	38	77
Hispanic of any race		4,386	1091	35	19	42	3	45	4,397	1115	9	20	43	28	71
Additional Reporting Groups															
Economically Disadvantaged:	Yes	39,185	1088	39	19	39	3	42	39,264	1112	13	22	41	24	65
	No	68,468	1112	16	13	59	13	72	68,493	1129	5	10	34	51	85
English Language Learners:	Yes	2,603	1071	60	18	21	1	22	2,622	1101	21	31	37	10	48
	No	105,050	1104	23	15	52	9	62	105,135	1123	7	14	36	42	78
Formerly Limited English Proficient		661	1099	24	18	55	3	58	659	1119	6	14	47	34	80
Migrant		44	1091	43	16	39	2	41	45	1109	9	29	49	13	62
Homeless		1,031	1082	46	21	32	1	33	1,038	1109	15	22	45	18	63
Accommodations															
Standard -- All		8,311	1068	65	15	18	2	20	8,283	1102	25	29	35	11	46
Nonstandard -- All **		33							44						
Standard -- ELL Only		339	1043	86	9	4	0	4	356	1092	36	35	28	1	29
Nonstandard -- ELL Only **		< 10							< 10						

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

Attachment 8.B

STATE DEMOGRAPHIC REPORT

Students with Disabilities

MICHIGAN Learning Education

mme™ Michigan Merit Examination

Grade 11
Spring 2011

350

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		9,996	1075	47	29	23	1	24	9,972	1054	32	58	10	0	10	9,889	1053	79	10	10	1	11
Gender																						
Male		6,453	1074	48	28	24	1	24	6,418	1051	35	54	11	0	11	6,390	1055	76	11	12	2	13
Female		3,543	1077	46	31	23	0	24	3,554	1059	27	64	9	0	9	3,499	1049	84	8	7	1	8
Ethnicity																						
American Indian or Alaska Native		112	1073	53	27	21	0	21	112	1046	41	51	8	0	8	111	1042	84	6	10	0	10
Asian		72	1073	46	31	22	1	24	71	1056	30	55	14	1	15	70	1056	73	11	11	4	16
Black or African American		2,004	1059	65	25	10	0	10	2,009	1035	50	47	3	0	3	1,941	1031	94	3	3	0	3
Native Hawaiian or Other Pacific Islander		< 10							< 10							< 10						
White		7,198	1080	42	30	28	1	29	7,173	1060	27	60	12	1	13	7,158	1060	74	12	12	2	14
Two or more races		150	1075	46	29	24	1	25	147	1056	25	65	10	0	10	148	1051	78	10	12	0	12
Hispanic of any race		452	1070	56	28	17	0	17	452	1048	36	59	5	0	5	453	1046	84	9	7	0	7
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	5,145	1068	55	28	17	0	17	5,123	1045	39	55	6	0	6	5,075	1044	87	7	6	0	6
	No	4,851	1082	39	30	30	1	31	4,849	1063	25	60	14	1	15	4,814	1063	71	12	14	2	17
English Language Learners:	Yes	210	1058	68	23	9	0	9	211	1034	50	49	1	0	1	209	1038	91	4	5	0	5
	No	9,786	1075	47	29	24	1	24	9,761	1054	32	58	10	0	11	9,680	1054	79	10	10	1	12
Formerly Limited English Proficient		13	1070	38	46	15	0	15	13	1056	23	69	8	0	8	13	1042	92	0	8	0	8
Migrant		< 10							< 10							< 10						
Homeless		183	1067	56	34	10	0	10	184	1037	45	52	3	0	3	182	1039	93	4	2	0	2
Accommodations																						
Standard -- All		6,751	1075	48	28	23	1	24	6,297	1055	30	60	10	0	11	7,531	1053	80	10	9	1	11
Nonstandard -- All **		64														28						
Standard -- ELL Only		157	1058	69	21	10	0	10	147	1036	49	49	2	0	2	166	1039	92	3	5	0	5
Nonstandard -- ELL Only **		< 10														< 10						

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 11
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		9,914	1067	66	15	17	2	19	10,012	1101	25	29	35	11	46
Gender															
Male		6,408	1069	62	15	20	2	22	6,473	1103	24	27	35	14	49
Female		3,506	1063	73	14	12	0	13	3,539	1097	28	33	34	6	40
Ethnicity															
American Indian or Alaska Native		111	1060	72	12	14	2	16	112	1098	24	38	32	6	38
Asian		72	1074	60	17	19	4	24	71	1103	24	31	31	14	45
Black or African American		1,950	1043	87	8	5	0	5	2,000	1091	40	36	22	3	24
Native Hawaiian or Other Pacific Islander		< 10							< 10						
White		7,174	1074	60	17	21	2	23	7,214	1104	21	27	38	14	52
Two or more races		148	1070	67	13	20	1	20	152	1103	18	34	37	12	49
Hispanic of any race		451	1063	72	15	13	0	13	455	1098	24	34	37	6	42
Additional Reporting Groups															
Economically Disadvantaged:	Yes	5,089	1058	76	13	11	0	12	5,168	1097	30	32	31	7	37
	No	4,825	1076	56	18	24	3	26	4,844	1106	20	26	39	16	54
English Language Learners:	Yes	209	1050	84	13	3	0	3	212	1092	36	33	28	2	31
	No	9,705	1067	66	15	18	2	19	9,800	1101	25	29	35	11	46
Formerly Limited English Proficient		13	1073	77	8	15	0	15	12	1096	25	25	42	8	50
Migrant		< 10							< 10						
Homeless		185	1054	81	13	6	0	6	185	1094	38	24	34	4	38
Accommodations															
Standard -- All		7,501	1066	67	15	17	1	18	7,480	1100	26	30	35	10	44
Nonstandard -- All **		32							32						
Standard -- ELL Only		166	1048	86	11	3	0	3	168	1091	38	35	26	2	27
Nonstandard -- ELL Only **		< 10							< 10						

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

Attachment 8.B

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

MICHIGAN Education

mme™ Michigan Merit Examination

Grade 11
Spring 2011

352

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		97,999	1111	11	22	64	4	67	98,618	1099	5	44	45	5	51	97,404	1098	28	16	42	14	56
Gender																						
Male		47,567	1109	12	22	62	3	66	47,892	1095	7	46	42	5	47	47,229	1100	26	15	42	16	58
Female		50,432	1112	10	21	65	4	69	50,726	1102	4	42	48	6	54	50,175	1096	29	17	42	12	54
Ethnicity																						
American Indian or Alaska Native		785	1107	12	24	62	2	64	785	1090	8	52	38	2	40	779	1092	33	20	41	6	47
Asian		2,582	1118	11	15	63	11	74	2,581	1114	5	29	46	20	66	2,575	1118	14	9	35	42	78
Black or African American		15,475	1091	27	35	38	0	38	15,777	1077	15	65	20	1	21	15,232	1070	62	17	19	2	21
Native Hawaiian or Other Pacific Islander		70	1105	16	23	60	1	61	71	1092	13	45	38	4	42	69	1098	33	7	48	12	59
White		73,821	1115	7	18	70	4	74	74,088	1104	3	39	51	6	58	73,518	1104	20	16	47	16	64
Two or more races		1,315	1110	10	23	64	3	67	1,330	1098	5	46	44	5	49	1,309	1095	33	16	39	12	51
Hispanic of any race		3,951	1100	17	30	52	2	53	3,986	1087	9	58	31	2	33	3,922	1086	41	20	33	6	39
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	34,242	1099	19	30	50	1	51	34,644	1084	10	59	30	1	31	33,878	1083	45	19	32	4	36
	No	63,757	1117	7	17	71	5	76	63,974	1106	3	36	54	8	61	63,526	1106	19	15	48	19	67
English Language Learners:	Yes	2,404	1075	44	33	23	0	23	2,394	1065	23	64	13	0	14	2,385	1068	60	17	20	3	23
	No	95,595	1111	10	21	65	4	69	96,224	1099	5	43	46	6	52	95,019	1099	27	16	43	14	57
Formerly Limited English Proficient		649	1102	15	27	57	1	58	654	1093	5	54	40	2	42	647	1095	29	19	43	10	53
Migrant		40	1090	33	40	25	3	28	40	1074	13	73	15	0	15	40	1082	53	18	30	0	30
Homeless		851	1095	21	31	48	0	48	862	1078	13	64	23	0	23	840	1082	49	21	28	3	30
Accommodations																						
Standard -- All		737	1090	32	19	45	4	49	592	1083	15	47	34	4	38	840	1079	49	13	29	9	38
Nonstandard -- All **		< 10														< 10						
Standard -- ELL Only		168	1038	81	16	3	0	3	78	1022	55	41	4	0	4	188	1044	79	10	10	2	11
Nonstandard -- ELL Only **		< 10																				

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 11
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		97,739	1107	20	15	55	10	65	97,745	1125	6	13	37	44	81
Gender															
Male		47,424	1109	19	14	54	13	67	47,422	1128	6	12	33	50	82
Female		50,315	1105	20	17	56	7	63	50,323	1122	6	14	40	39	80
Ethnicity															
American Indian or Alaska Native		780	1102	22	19	54	5	59	786	1121	7	15	40	38	78
Asian		2,579	1120	13	10	52	25	77	2,588	1135	4	9	27	60	87
Black or African American		15,392	1081	49	23	27	1	28	15,386	1106	16	27	43	14	57
Native Hawaiian or Other Pacific Islander		69	1104	22	22	48	9	57	69	1124	4	20	36	39	75
White		73,669	1113	13	13	62	12	73	73,657	1129	4	10	35	51	86
Two or more races		1,315	1104	21	17	54	8	62	1,317	1123	5	14	40	40	81
Hispanic of any race		3,935	1095	31	20	46	3	49	3,942	1117	7	18	44	30	74
Additional Reporting Groups															
Economically Disadvantaged:	Yes	34,096	1093	34	20	43	3	46	34,096	1114	10	20	43	27	69
	No	63,643	1115	12	12	62	14	75	63,649	1131	4	9	33	54	87
English Language Learners:	Yes	2,394	1073	58	19	23	1	23	2,410	1102	20	31	38	11	49
	No	95,345	1108	19	15	56	10	66	95,335	1125	6	13	37	45	82
Formerly Limited English Proficient		648	1100	23	18	56	3	59	647	1120	6	13	47	34	81
Migrant		40	1094	38	18	43	3	45	41	1111	7	29	49	15	63
Homeless		846	1088	38	23	38	2	39	853	1112	10	22	47	22	68
Accommodations															
Standard -- All		810	1085	43	16	34	7	42	803	1113	16	21	37	26	63
Nonstandard -- All **		< 10							12						
Standard -- ELL Only		173	1039	87	8	5	0	5	188	1092	35	35	29	1	30
Nonstandard -- ELL Only **															

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

Attachment 8.B

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STATE DEMOGRAPHIC REPORT

All Students

Grade 12
Spring 2011

Michigan Merit Examination

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		4,395	1086	33	31	36	1	37	4,572	1064	27	56	16	1	17	4,280	1066	63	15	19	3	22
Gender																						
Male		2,298	1083	36	30	33	1	34	2,375	1058	33	52	14	1	15	2,239	1067	62	15	19	4	23
Female		2,097	1089	30	31	39	1	40	2,197	1071	21	60	18	1	19	2,041	1066	65	15	18	3	21
Ethnicity																						
American Indian or Alaska Native		32	1087	31	28	41	0	41	35	1058	29	60	11	0	11	30	1071	53	30	17	0	17
Asian		131	1079	32	32	35	1	36	132	1073	26	48	24	2	27	130	1096	32	13	31	24	55
Black or African American		1,544	1074	46	34	20	0	20	1,658	1050	38	57	5	0	6	1,478	1048	83	10	6	0	7
Native Hawaiian or Other Pacific Islander		11	1090	27	27	45	0	45	12	1071	25	50	25	0	25	12	1061	50	25	25	0	25
White		2,298	1094	24	27	47	2	48	2,346	1074	20	55	24	2	25	2,265	1077	53	17	26	4	30
Two or more races		53	1094	19	30	49	2	51	53	1080	13	60	25	2	26	50	1072	54	12	30	4	34
Hispanic of any race		326	1084	33	36	31	1	32	336	1062	25	64	11	0	11	315	1064	65	16	18	1	19
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	2,638	1080	39	32	29	1	30	2,756	1057	32	56	11	0	12	2,556	1059	72	14	13	1	15
	No	1,757	1094	24	29	46	1	47	1,816	1075	19	56	23	2	25	1,724	1077	51	16	27	6	32
English Language Learners:	Yes	335	1060	56	29	15	0	15	337	1049	39	53	7	0	7	327	1060	66	14	18	2	20
	No	4,060	1088	31	31	37	1	38	4,235	1065	26	56	17	1	18	3,953	1067	63	15	19	3	22
Formerly Limited English Proficient		36	1085	28	42	31	0	31	36	1059	33	58	8	0	8	36	1036	81	17	3	0	3
Migrant		< 10							< 10							< 10						
Homeless		177	1091	26	31	42	1	43	186	1069	22	61	17	0	17	171	1075	57	20	22	1	23
Accommodations																						
Standard -- All		314	1067	54	26	20	1	21	272	1040	43	51	5	1	6	353	1040	88	6	6	1	6
Nonstandard -- All **		< 10														< 10						
Standard -- ELL Only		43	1043	72	23	5	0	5	26	1026	58	38	4	0	4	44	1035	93	5	2	0	2
Nonstandard -- ELL Only **		< 10																				

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

STATE DEMOGRAPHIC REPORT

All Students

Grade 12
Spring 2011

Michigan Merit Examination

Attachment 8.B

355

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		4,354	1074	55	17	26	2	28	4,364	1106	19	27	37	17	54
Gender															
Male		2,277	1074	55	16	27	2	29	2,287	1107	20	26	35	20	54
Female		2,077	1074	55	19	25	1	26	2,077	1104	19	28	40	13	54
Ethnicity															
American Indian or Alaska Native		31	1082	58	16	26	0	26	30	1110	13	30	33	23	57
Asian		131	1084	40	12	44	4	48	133	1110	17	22	39	23	62
Black or African American		1,527	1057	75	14	10	0	11	1,528	1096	29	35	32	4	36
Native Hawaiian or Other Pacific Islander		12	1066	58	17	25	0	25	13	1109	15	31	23	31	54
White		2,283	1085	43	18	36	3	39	2,295	1112	13	22	40	25	65
Two or more races		50	1090	40	20	38	2	40	50	1113	12	20	44	24	68
Hispanic of any race		320	1072	57	23	19	1	20	315	1105	17	29	41	14	55
Additional Reporting Groups															
Economically Disadvantaged:	Yes	2,608	1068	63	17	19	1	20	2,619	1101	23	30	36	11	47
	No	1,746	1084	43	18	36	3	39	1,745	1112	14	22	39	25	64
English Language Learners:	Yes	330	1055	72	14	14	0	14	330	1097	26	35	32	7	38
	No	4,024	1076	54	17	27	2	29	4,034	1106	19	26	38	18	55
Formerly Limited English Proficient		36	1059	61	25	14	0	14	36	1103	25	19	39	17	56
Migrant		< 10							< 10						
Homeless		175	1075	54	14	29	2	31	172	1107	16	28	37	19	56
Accommodations															
Standard -- All		353	1051	79	11	8	1	9	349	1096	31	32	30	7	37
Nonstandard -- All **		< 10							< 10						
Standard -- ELL Only		43	1016	95	2	2	0	2	43	1092	37	33	28	2	30
Nonstandard -- ELL Only **															

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

STATE DEMOGRAPHIC REPORT

Students with Disabilities

Michigan Merit Examination

Attachment 8.B

356

Grade 12
Spring 2011

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		626	1067	56	25	18	1	19	634	1034	50	44	5	0	6	608	1038	88	7	5	0	6
Gender																						
Male		402	1064	57	24	18	0	18	401	1030	54	40	6	0	6	389	1040	86	6	7	0	7
Female		224	1071	53	27	19	1	20	233	1040	44	52	4	0	4	219	1035	91	7	2	0	2
Ethnicity																						
American Indian or Alaska Native		< 10							< 10							< 10						
Asian		< 10							< 10							< 10						
Black or African American		266	1054	72	20	8	0	8	270	1019	66	33	1	0	1	250	1020	96	3	1	0	1
Native Hawaiian or Other Pacific Islander									< 10							< 10						
White		310	1077	43	29	27	1	28	310	1046	38	53	9	0	10	309	1052	81	9	9	0	9
Two or more races		< 10							< 10							< 10						
Hispanic of any race		38	1065	53	34	13	0	13	40	1034	50	48	3	0	3	37	1038	89	5	5	0	5
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	417	1062	62	24	14	0	14	423	1028	56	41	4	0	4	399	1031	92	4	4	0	4
	No	209	1076	43	29	26	1	28	211	1045	40	51	9	0	9	209	1051	80	11	9	0	9
English Language Learners:	Yes	29	1060	62	31	7	0	7	30	1028	60	37	3	0	3	28	1018	96	4	0	0	0
	No	597	1067	55	25	19	1	19	604	1034	50	44	5	0	6	580	1039	87	7	6	0	6
Formerly Limited English Proficient																						
Migrant		< 10							< 10							< 10						
Homeless		20	1079	50	30	15	5	20	21	1041	38	52	10	0	10	18	1050	83	11	6	0	6
Accommodations																						
Standard -- All		280	1071	50	28	21	1	22	253	1040	43	52	5	0	5	313	1040	89	5	5	0	5
Nonstandard -- All **		< 10														< 10						
Standard -- ELL Only		24	1063	54	38	8	0	8	23	1032	52	43	4	0	4	23	1029	96	4	0	0	0
Nonstandard -- ELL Only **																						

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 12
Spring 2011

Attachment 8.B

357

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		618	1053	78	13	8	1	9	622	1095	34	33	26	7	33
Gender															
Male		395	1054	75	15	9	1	10	402	1096	33	32	26	9	35
Female		223	1051	83	10	7	0	7	220	1094	35	34	27	4	31
Ethnicity															
American Indian or Alaska Native		< 10							< 10						
Asian		< 10							< 10						
Black or African American		258	1036	91	7	2	0	2	262	1087	47	37	14	3	17
Native Hawaiian or Other Pacific Islander		< 10							< 10						
White		311	1066	66	19	13	2	15	311	1101	24	28	36	12	48
Two or more races		< 10							< 10						
Hispanic of any race		36	1054	86	8	6	0	6	37	1095	24	46	27	3	30
Additional Reporting Groups															
Economically Disadvantaged:	Yes	407	1048	83	12	4	0	5	410	1092	39	34	21	5	26
	No	211	1062	68	15	15	2	17	212	1101	23	30	36	11	47
English Language Learners:	Yes	27	1030	96	0	4	0	4	27	1089	48	30	19	4	22
	No	591	1054	77	14	8	1	9	595	1095	33	33	27	7	34
Formerly Limited English Proficient									< 10						
Migrant		< 10							< 10						
Homeless		18	1060	72	17	6	6	11	18	1098	22	50	17	11	28
Accommodations															
Standard -- All		314	1055	79	12	8	1	9	311	1097	32	31	30	7	38
Nonstandard -- All **		< 10							< 10						
Standard -- ELL Only		22	1034	95	0	5	0	5	22	1091	41	32	23	5	27
Nonstandard -- ELL Only **															

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** Students not included in Number of Students Assessed.

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Attachment 8.B

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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Michigan Merit Examination

Grade 12
Spring 2011

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		3,769	1089	29	31	39	1	40	3,938	1069	23	58	18	1	19	3,672	1071	59	16	21	4	25
Gender																						
Male		1,896	1087	31	32	36	1	37	1,974	1064	28	55	16	1	17	1,850	1072	57	16	22	4	26
Female		1,873	1091	27	31	41	1	42	1,964	1075	18	61	20	1	21	1,822	1069	62	16	20	3	23
Ethnicity																						
American Indian or Alaska Native		28	1087	32	25	43	0	43	30	1067	23	63	13	0	13	27	1072	52	30	19	0	19
Asian		130	1080	32	32	35	1	36	131	1073	25	48	24	2	27	129	1097	32	13	31	24	55
Black or African American		1,278	1079	40	37	22	0	23	1,388	1056	32	61	6	0	6	1,228	1053	80	12	7	0	8
Native Hawaiian or Other Pacific Islander		11	1090	27	27	45	0	45	11	1070	27	45	27	0	27	11	1061	45	27	27	0	27
White		1,988	1096	22	27	50	2	51	2,036	1078	17	55	26	2	28	1,956	1081	48	19	29	5	33
Two or more races		46	1097	15	33	50	2	52	46	1084	13	57	28	2	30	43	1078	49	12	35	5	40
Hispanic of any race		288	1087	30	36	34	1	34	296	1066	22	66	13	0	13	278	1068	62	17	20	1	21
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	2,221	1084	34	33	32	1	32	2,333	1063	28	59	13	0	13	2,157	1064	68	15	15	2	17
	No	1,548	1096	21	29	49	1	50	1,605	1079	16	57	25	2	27	1,515	1081	48	17	29	6	35
English Language Learners:	Yes	306	1061	56	28	16	0	16	307	1051	37	55	7	0	7	299	1064	64	15	19	2	21
	No	3,463	1092	27	32	41	1	42	3,631	1071	22	58	19	1	20	3,373	1072	59	16	21	4	25
Formerly Limited English Proficient		36	1085	28	42	31	0	31	36	1059	33	58	8	0	8	36	1036	81	17	3	0	3
Migrant		< 10							< 10							< 10						
Homeless		157	1093	23	31	45	1	46	165	1073	20	62	18	0	18	153	1078	54	22	24	1	25
Accommodations																						
Standard -- All		34	1032	82	9	9	0	9	19	1035	53	32	11	5	16	40	1045	80	8	10	3	13
Nonstandard -- All **		< 10																				
Standard -- ELL Only		19	1017	95	5	0	0	0	< 10							21	1043	90	5	5	0	5
Nonstandard -- ELL Only **		< 10																				

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** Students not included in Number of Students Assessed.

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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 12
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities		3,736	1078	51	18	29	2	31	3,742	1107	17	26	39	18	58
Gender															
Male		1,882	1078	51	16	31	3	33	1,885	1109	17	25	37	22	59
Female		1,854	1077	52	20	27	1	28	1,857	1105	17	27	42	14	56
Ethnicity															
American Indian or Alaska Native		27	1084	52	19	30	0	30	27	1111	15	26	33	26	59
Asian		130	1084	39	12	45	4	48	132	1110	16	22	39	23	62
Black or African American		1,269	1062	72	16	12	0	12	1,266	1097	25	35	36	5	40
Native Hawaiian or Other Pacific Islander		11	1072	55	18	27	0	27	12	1110	17	33	17	33	50
White		1,972	1087	39	18	39	3	42	1,984	1113	12	21	41	27	68
Two or more races		43	1094	35	19	44	2	47	43	1116	7	19	47	28	74
Hispanic of any race		284	1074	53	25	21	1	22	278	1106	16	26	42	15	58
Additional Reporting Groups															
Economically Disadvantaged:	Yes	2,201	1071	60	17	22	1	23	2,209	1103	20	29	39	13	51
	No	1,535	1087	40	18	39	3	42	1,533	1113	13	21	40	27	66
English Language Learners:	Yes	303	1057	70	15	15	0	15	303	1098	24	36	33	7	40
	No	3,433	1079	50	18	30	2	32	3,439	1108	16	25	40	19	59
Formerly Limited English Proficient		36	1059	61	25	14	0	14	35	1103	26	17	40	17	57
Migrant		< 10							< 10						
Homeless		157	1077	52	14	32	2	34	154	1108	15	26	40	19	59
Accommodations															
Standard -- All		39	1021	85	5	10	0	10	38	1094	29	39	26	5	32
Nonstandard -- All **															
Standard -- ELL Only		21	998	95	5	0	0	0	21	1092	33	33	33	0	33
Nonstandard -- ELL Only **															

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.

Attachment 8.C

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STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 3
Fall 2010

	Accessing Print								Mathematics							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	1820	2317	432	23.7	457	25.1	931	51.2	1573	2314	398	25.3	395	25.1	780	49.6
Gender																
Male	1229	2317	294	23.9	307	25.0	628	51.1	1025	2316	253	24.7	242	23.6	530	51.7
Female	591	2317	138	23.4	150	25.4	303	51.3	548	2312	145	26.5	153	27.9	250	45.6
Ethnicity																
American Indian or Alaska Native	21	2315	5	23.8	6	28.6	10	47.6	16	2317	3	18.8	5	31.3	8	50.0
Asian	12	2313	2	16.7	4	33.3	6	50.0	11	2307	4	36.4	3	27.3	4	36.4
Black or African American	414	2312	121	29.2	120	29.0	173	41.8	388	2309	133	34.3	89	22.9	166	42.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1194	2318	265	22.2	280	23.5	649	54.4	1001	2316	229	22.9	253	25.3	519	51.8
Two or More Races	41	2324	9	22.0	7	17.1	25	61.0	37	2316	7	18.9	10	27.0	20	54.1
Hispanic of Any Race	135	2316	30	22.2	39	28.9	66	48.9	117	2316	22	18.8	34	29.1	61	52.1
Additional Reporting Groups																
Economically Disadvantaged: Yes	1329	2316	329	24.8	333	25.1	667	50.2	1150	2314	297	25.8	288	25.0	565	49.1
Economically Disadvantaged: No	491	2319	103	21.0	124	25.3	264	53.8	423	2315	101	23.9	107	25.3	215	50.8
English Language Learners: Yes	91	2311	26	28.6	29	31.9	36	39.6	79	2310	25	31.6	22	27.8	32	40.5
English Language Learners: No	1729	2317	406	23.5	428	24.8	895	51.8	1494	2315	373	25.0	373	25.0	748	50.1
Formerly Limited English Proficient	11	2317	2	18.2	3	27.3	6	54.5	11	2313	2	18.2	5	45.5	4	36.4
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	30	2320	3	10.0	5	16.7	22	73.3	26	2318	3	11.5	8	30.8	15	57.7
Accommodations																
Standard - All	1277	2318	287	22.5	298	23.3	692	54.2	1167	2314	285	24.4	303	26.0	579	49.6
Nonstandard - All †	(*)								(*)							
Standard ELL Only	68	2312	20	29.4	21	30.9	27	39.7	64	2310	20	31.3	18	28.1	26	40.6
Nonstandard ELL Only †	(*)								(*)							

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

Attachment 8.C

361

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 4
Fall 2010

	Accessing Print								Mathematics							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2196	2416	532	24.2	575	26.2	1089	49.6	1888	2423	322	17.1	483	25.6	1083	57.4
Gender																
Male	1490	2416	367	24.6	374	25.1	749	50.3	1226	2424	192	15.7	305	24.9	729	59.5
Female	706	2415	165	23.4	201	28.5	340	48.2	662	2420	130	19.6	178	26.9	354	53.5
Ethnicity																
American Indian or Alaska Native	24	2419	5	20.8	8	33.3	11	45.8	21	2421	4	19.0	5	23.8	12	57.1
Asian	24	2410	5	20.8	9	37.5	10	41.7	22	2421	4	18.2	5	22.7	13	59.1
Black or African American	559	2412	171	30.6	154	27.5	234	41.9	502	2419	105	20.9	143	28.5	254	50.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1400	2417	311	22.2	345	24.6	744	53.1	1188	2424	187	15.7	286	24.1	715	60.2
Two or More Races	43	2416	8	18.6	15	34.9	20	46.5	37	2419	6	16.2	12	32.4	19	51.4
Hispanic of Any Race	142	2415	31	21.8	44	31.0	67	47.2	115	2424	15	13.0	31	27.0	69	60.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	1615	2415	419	25.9	417	25.8	779	48.2	1392	2423	232	16.7	358	25.7	802	57.6
Economically Disadvantaged: No	581	2418	113	19.4	158	27.2	310	53.4	496	2422	90	18.1	125	25.2	281	56.7
English Language Learners: Yes	90	2411	26	28.9	27	30.0	37	41.1	75	2419	16	21.3	18	24.0	41	54.7
English Language Learners: No	2106	2416	506	24.0	548	26.0	1052	50.0	1813	2423	306	16.9	465	25.6	1042	57.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	41	2415	7	17.1	14	34.1	20	48.8	35	2424	5	14.3	10	28.6	20	57.1
Accommodations																
Standard - All	1493	2417	320	21.4	401	26.9	772	51.7	1377	2423	222	16.1	354	25.7	801	58.2
Nonstandard - All †	(*)								(*)							
Standard ELL Only	60	2414	16	26.7	16	26.7	28	46.7	58	2420	12	20.7	14	24.1	32	55.2
Nonstandard ELL Only †	(*)								(*)							

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

Attachment 8.C

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 4
Fall 2010

362

	Expressing Ideas											
	No. of Students Assessed	Mean Earned Points	Earned Point 0		Earned Point 1		Earned Point 2		Earned Point 3		Earned Point 4	
			#	%	#	%	#	%	#	%	#	%
State												
All Students	2114	2.0	56	2.6	501	23.7	1098	51.9	352	16.7	107	5.1
Gender												
Male	1429	1.9	39	2.7	372	26.0	734	51.4	225	15.7	59	4.1
Female	685	2.1	17	2.5	129	18.8	364	53.1	127	18.5	48	7.0
Ethnicity												
American Indian or Alaska Native	24	1.8	1	4.2	4	16.7	18	75.0	1	4.2	0	0.0
Asian	23	2.3	0	0.0	2	8.7	14	60.9	4	17.4	3	13.0
Black or African American	529	2.0	6	1.1	140	26.5	268	50.7	97	18.3	18	3.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	1355	2.0	46	3.4	319	23.5	699	51.6	219	16.2	72	5.3
Two or More Races	42	2.1	0	0.0	11	26.2	20	47.6	8	19.0	3	7.1
Hispanic of Any Race	138	2.1	3	2.2	25	18.1	76	55.1	23	16.7	11	8.0
Additional Reporting Groups												
Economically Disadvantaged: Yes	1554	2.0	39	2.5	380	24.5	818	52.6	238	15.3	79	5.1
Economically Disadvantaged: No	560	2.0	17	3.0	121	21.6	280	50.0	114	20.4	28	5.0
English Language Learners: Yes	90	2.3	3	3.3	8	8.9	51	56.7	18	20.0	10	11.1
English Language Learners: No	2024	2.0	53	2.6	493	24.4	1047	51.7	334	16.5	97	4.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	39	2.0	0	0.0	8	20.5	25	64.1	5	12.8	1	2.6
Accommodations												
Standard - All	1444	2.0	36	2.5	354	24.5	749	51.9	235	16.3	70	4.8
Nonstandard - All †	*	*	*	*	*	*	*	*	*	*	*	*
Standard ELL Only	60	2.2	3	5.0	6	10.0	33	55.0	13	21.7	5	8.3
Nonstandard ELL Only †	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 5
Fall 2010

	Accessing Print								Mathematics							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2183	2520	448	20.5	338	15.5	1397	64.0	1984	2512	564	28.4	578	29.1	842	42.4
Gender																
Male	1454	2521	298	20.5	218	15.0	938	64.5	1284	2514	329	25.6	369	28.7	586	45.6
Female	729	2520	150	20.6	120	16.5	459	63.0	700	2509	235	33.6	209	29.9	256	36.6
Ethnicity																
American Indian or Alaska Native	35	2520	6	17.1	5	14.3	24	68.6	29	2505	11	37.9	8	27.6	10	34.5
Asian	31	2522	5	16.1	5	16.1	21	67.7	25	2513	7	28.0	8	32.0	10	40.0
Black or African American	526	2517	136	25.9	90	17.1	300	57.0	498	2508	177	35.5	154	30.9	167	33.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1407	2522	264	18.8	203	14.4	940	66.8	1264	2514	334	26.4	356	28.2	574	45.4
Two or More Races	52	2521	7	13.5	11	21.2	34	65.4	51	2516	8	15.7	20	39.2	23	45.1
Hispanic of Any Race	131	2517	29	22.1	24	18.3	78	59.5	116	2514	27	23.3	31	26.7	58	50.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	1593	2521	317	19.9	257	16.1	1019	64.0	1427	2513	375	26.3	423	29.6	629	44.1
Economically Disadvantaged: No	590	2520	131	22.2	81	13.7	378	64.1	557	2510	189	33.9	155	27.8	213	38.2
English Language Learners: Yes	72	2517	14	19.4	14	19.4	44	61.1	62	2513	18	29.0	15	24.2	29	46.8
English Language Learners: No	2111	2521	434	20.6	324	15.3	1353	64.1	1922	2512	546	28.4	563	29.3	813	42.3
Formerly Limited English Proficient	15	2519	0	0.0	6	40.0	9	60.0	14	2523	0	0.0	6	42.9	8	57.1
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	37	2515	7	18.9	7	18.9	23	62.2	31	2515	7	22.6	9	29.0	15	48.4
Accommodations																
Standard - All	1446	2522	259	17.9	214	14.8	973	67.3	1437	2512	391	27.2	441	30.7	605	42.1
Nonstandard - All †	(*)								(*)							
Standard ELL Only	52	2519	8	15.4	11	21.2	33	63.5	47	2514	11	23.4	12	25.5	24	51.1
Nonstandard ELL Only †	(*)								(*)							

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Note: See reverse for additional information

Attachment 8.C

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 5
Fall 2010

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	Science							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%
State								
All Students	1816	2502	784	43.2	510	28.1	522	28.7
Gender								
Male	1188	2504	480	40.4	331	27.9	377	31.7
Female	628	2500	304	48.4	179	28.5	145	23.1
Ethnicity								
American Indian or Alaska Native	30	2501	15	50.0	6	20.0	9	30.0
Asian	26	2503	11	42.3	8	30.8	7	26.9
Black or African American	478	2497	253	52.9	119	24.9	106	22.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	1123	2504	435	38.7	329	29.3	359	32.0
Two or More Races	45	2507	15	33.3	17	37.8	13	28.9
Hispanic of Any Race	113	2501	54	47.8	31	27.4	28	24.8
Additional Reporting Groups								
Economically Disadvantaged: Yes	1324	2503	555	41.9	375	28.3	394	29.8
Economically Disadvantaged: No	492	2500	229	46.5	135	27.4	128	26.0
English Language Learners: Yes	63	2501	28	44.4	18	28.6	17	27.0
English Language Learners: No	1753	2502	756	43.1	492	28.1	505	28.8
Formerly Limited English Proficient	14	2494	7	50.0	6	42.9	1	7.1
Migrant	*	*	*	*	*	*	*	*
Homeless	29	2503	10	34.5	9	31.0	10	34.5
Accommodations								
Standard - All	1354	2503	551	40.7	393	29.0	410	30.3
Nonstandard - All †	(*)							
Standard ELL Only	53	2503	20	37.7	16	30.2	17	32.1
Nonstandard ELL Only †	(*)							

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 6
Fall 2010

	Accessing Print								Mathematics							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2176	2627	283	13.0	411	18.9	1482	68.1	2056	2617	404	19.6	744	36.2	908	44.2
Gender																
Male	1415	2627	191	13.5	263	18.6	961	67.9	1296	2619	228	17.6	434	33.5	634	48.9
Female	761	2627	92	12.1	148	19.4	521	68.5	760	2613	176	23.2	310	40.8	274	36.1
Ethnicity																
American Indian or Alaska Native	24	2625	4	16.7	6	25.0	14	58.3	24	2613	6	25.0	9	37.5	9	37.5
Asian	18	2616	3	16.7	5	27.8	10	55.6	15	2610	5	33.3	5	33.3	5	33.3
Black or African American	589	2623	93	15.8	122	20.7	374	63.5	580	2612	147	25.3	227	39.1	206	35.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1396	2628	173	12.4	249	17.8	974	69.8	1296	2619	222	17.1	455	35.1	619	47.8
Two or More Races	34	2630	2	5.9	7	20.6	25	73.5	35	2616	5	14.3	14	40.0	16	45.7
Hispanic of Any Race	113	2631	8	7.1	22	19.5	83	73.5	104	2618	19	18.3	34	32.7	51	49.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	1560	2627	190	12.2	288	18.5	1082	69.4	1496	2617	267	17.8	543	36.3	686	45.9
Economically Disadvantaged: No	616	2626	93	15.1	123	20.0	400	64.9	560	2614	137	24.5	201	35.9	222	39.6
English Language Learners: Yes	57	2628	5	8.8	12	21.1	40	70.2	48	2618	4	8.3	21	43.8	23	47.9
English Language Learners: No	2119	2627	278	13.1	399	18.8	1442	68.1	2008	2616	400	19.9	723	36.0	885	44.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	44	2625	7	15.9	8	18.2	29	65.9	46	2615	6	13.0	24	52.2	16	34.8
Accommodations																
Standard - All	1295	2628	142	11.0	251	19.4	902	69.7	1289	2616	283	22.0	438	34.0	568	44.1
Nonstandard - All †	(*)								(*)							
Standard ELL Only	32	2630	3	9.4	7	21.9	22	68.8	27	2622	3	11.1	6	22.2	18	66.7
Nonstandard ELL Only †	(*)								(*)							

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 7
Fall 2010

	Accessing Print								Mathematics							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2184	2730	178	8.2	330	15.1	1676	76.7	2138	2712	621	29.0	596	27.9	921	43.1
Gender																
Male	1402	2729	132	9.4	221	15.8	1049	74.8	1355	2712	384	28.3	359	26.5	612	45.2
Female	782	2732	46	5.9	109	13.9	627	80.2	783	2710	237	30.3	237	30.3	309	39.5
Ethnicity																
American Indian or Alaska Native	19	2741	0	0.0	1	5.3	18	94.7	20	2717	3	15.0	5	25.0	12	60.0
Asian	17	2725	3	17.6	2	11.8	12	70.6	15	2715	4	26.7	5	33.3	6	40.0
Black or African American	625	2725	73	11.7	117	18.7	435	69.6	617	2707	237	38.4	184	29.8	196	31.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1359	2732	92	6.8	185	13.6	1082	79.6	1322	2714	327	24.7	356	26.9	639	48.3
Two or More Races	50	2731	2	4.0	8	16.0	40	80.0	52	2712	16	30.8	11	21.2	25	48.1
Hispanic of Any Race	114	2728	8	7.0	17	14.9	89	78.1	112	2709	34	30.4	35	31.3	43	38.4
Additional Reporting Groups																
Economically Disadvantaged: Yes	1563	2730	128	8.2	228	14.6	1207	77.2	1523	2712	430	28.2	429	28.2	664	43.6
Economically Disadvantaged: No	621	2731	50	8.1	102	16.4	469	75.5	615	2711	191	31.1	167	27.2	257	41.8
English Language Learners: Yes	60	2726	6	10.0	8	13.3	46	76.7	54	2708	18	33.3	19	35.2	17	31.5
English Language Learners: No	2124	2730	172	8.1	322	15.2	1630	76.7	2084	2712	603	28.9	577	27.7	904	43.4
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	33	2733	3	9.1	3	9.1	27	81.8	33	2714	10	30.3	9	27.3	14	42.4
Accommodations																
Standard - All	1300	2730	90	6.9	200	15.4	1010	77.7	1270	2711	361	28.4	370	29.1	539	42.4
Nonstandard - All †	(*)								(*)							
Standard ELL Only	38	2728	3	7.9	5	13.2	30	78.9	32	2710	9	28.1	13	40.6	10	31.3
Nonstandard ELL Only †	(*)								(*)							

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 7
Fall 2010

	Expressing Ideas											
	No. of Students Assessed	Mean Earned Points	Earned Point 0		Earned Point 1		Earned Point 2		Earned Point 3		Earned Point 4	
			#	%	#	%	#	%	#	%	#	%
State												
All Students	2103	2.0	72	3.4	375	17.8	1225	58.3	357	17.0	74	3.5
Gender												
Male	1350	1.9	53	3.9	277	20.5	790	58.5	202	15.0	28	2.1
Female	753	2.1	19	2.5	98	13.0	435	57.8	155	20.6	46	6.1
Ethnicity												
American Indian or Alaska Native	19	2.1	1	5.3	2	10.5	10	52.6	6	31.6	0	0.0
Asian	15	2.0	1	6.7	1	6.7	10	66.7	3	20.0	0	0.0
Black or African American	595	1.9	21	3.5	119	20.0	348	58.5	84	14.1	23	3.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	1315	2.0	45	3.4	220	16.7	762	57.9	241	18.3	47	3.6
Two or More Races	50	1.9	2	4.0	11	22.0	30	60.0	6	12.0	1	2.0
Hispanic of Any Race	109	2.0	2	1.8	22	20.2	65	59.6	17	15.6	3	2.8
Additional Reporting Groups												
Economically Disadvantaged: Yes	1518	2.0	54	3.6	265	17.5	907	59.7	245	16.1	47	3.1
Economically Disadvantaged: No	585	2.0	18	3.1	110	18.8	318	54.4	112	19.1	27	4.6
English Language Learners: Yes	59	2.2	0	0.0	9	15.3	35	59.3	12	20.3	3	5.1
English Language Learners: No	2044	2.0	72	3.5	366	17.9	1190	58.2	345	16.9	71	3.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	33	2.0	0	0.0	8	24.2	17	51.5	7	21.2	1	3.0
Accommodations												
Standard - All	1250	2.0	39	3.1	226	18.1	752	60.2	195	15.6	38	3.0
Nonstandard - All †	*	*	*	*	*	*	*	*	*	*	*	*
Standard ELL Only	37	2.1	0	0.0	5	13.5	24	64.9	6	16.2	2	5.4
Nonstandard ELL Only †	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.C

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 8
Fall 2010

368

	Accessing Print								Mathematics							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	2165	2833	181	8.4	488	22.5	1496	69.1	2082	2816	438	21.0	660	31.7	984	47.3
Gender																
Male	1412	2833	139	9.8	322	22.8	951	67.4	1318	2817	255	19.3	391	29.7	672	51.0
Female	753	2834	42	5.6	166	22.0	545	72.4	764	2813	183	24.0	269	35.2	312	40.8
Ethnicity																
American Indian or Alaska Native	26	2838	2	7.7	2	7.7	22	84.6	22	2816	5	22.7	5	22.7	12	54.5
Asian	19	2830	0	0.0	6	31.6	13	68.4	20	2817	2	10.0	6	30.0	12	60.0
Black or African American	616	2829	75	12.2	153	24.8	388	63.0	597	2812	163	27.3	198	33.2	236	39.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1368	2836	89	6.5	292	21.3	987	72.1	1313	2817	235	17.9	417	31.8	661	50.3
Two or More Races	26	2839	1	3.8	5	19.2	20	76.9	25	2816	5	20.0	8	32.0	12	48.0
Hispanic of Any Race	108	2829	14	13.0	29	26.9	65	60.2	103	2814	28	27.2	26	25.2	49	47.6
Additional Reporting Groups																
Economically Disadvantaged: Yes	1467	2833	127	8.7	330	22.5	1010	68.8	1399	2815	279	19.9	458	32.7	662	47.3
Economically Disadvantaged: No	698	2834	54	7.7	158	22.6	486	69.6	683	2816	159	23.3	202	29.6	322	47.1
English Language Learners: Yes	57	2826	6	10.5	14	24.6	37	64.9	55	2811	18	32.7	12	21.8	25	45.5
English Language Learners: No	2108	2834	175	8.3	474	22.5	1459	69.2	2027	2816	420	20.7	648	32.0	959	47.3
Formerly Limited English Proficient	10	2839	1	10.0	2	20.0	7	70.0	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	27	2835	4	14.8	3	11.1	20	74.1	28	2812	6	21.4	12	42.9	10	35.7
Accommodations																
Standard - All	1181	2833	86	7.3	276	23.4	819	69.3	1126	2815	232	20.6	361	32.1	533	47.3
Nonstandard - All †	(*)								(*)							
Standard ELL Only	35	2827	3	8.6	9	25.7	23	65.7	35	2813	13	37.1	3	8.6	19	54.3
Nonstandard ELL Only †	(*)								(*)							

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 8
Fall 2010

	Science							
	No. of Students Assessed	Mean Scale Score	Emerging		Attained		Surpassed	
			#	%	#	%	#	%
State								
All Students	1956	2799	1077	55.1	316	16.2	563	28.8
Gender								
Male	1247	2800	650	52.1	187	15.0	410	32.9
Female	709	2796	427	60.2	129	18.2	153	21.6
Ethnicity								
American Indian or Alaska Native	21	2801	11	52.4	5	23.8	5	23.8
Asian	19	2793	11	57.9	4	21.1	4	21.1
Black or African American	569	2790	386	67.8	72	12.7	111	19.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	1223	2803	589	48.2	213	17.4	421	34.4
Two or More Races	25	2804	9	36.0	9	36.0	7	28.0
Hispanic of Any Race	97	2792	69	71.1	13	13.4	15	15.5
Additional Reporting Groups								
Economically Disadvantaged: Yes	1315	2798	736	56.0	206	15.7	373	28.4
Economically Disadvantaged: No	641	2799	341	53.2	110	17.2	190	29.6
English Language Learners: Yes	48	2786	36	75.0	5	10.4	7	14.6
English Language Learners: No	1908	2799	1041	54.6	311	16.3	556	29.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	23	2794	14	60.9	2	8.7	7	30.4
Accommodations								
Standard - All	1140	2799	621	54.5	188	16.5	331	29.0
Nonstandard - All †	(*)							
Standard ELL Only	31	2785	23	74.2	5	16.1	3	9.7
Nonstandard ELL Only †	(*)							

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Note: See reverse for additional information

Attachment 8.D

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STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 3
Fall 2010

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	513	37	76	14.8	225	43.9	212	41.3	511	36	64	12.5	231	45.2	216	42.3
Gender																
Male	360	37	54	15.0	167	46.4	139	38.6	360	35	49	13.6	175	48.6	136	37.8
Female	153	39	22	14.4	58	37.9	73	47.7	151	39	15	9.9	56	37.1	80	53.0
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	120	37	18	15.0	51	42.5	51	42.5	118	37	16	13.6	48	40.7	54	45.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	348	38	49	14.1	157	45.1	142	40.8	348	36	41	11.8	163	46.8	144	41.4
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	28	38	6	21.4	8	28.6	14	50.0	28	37	3	10.7	13	46.4	12	42.9
Additional Reporting Groups																
Economically Disadvantaged: Yes	282	38	38	13.5	113	40.1	131	46.5	280	37	36	12.9	113	40.4	131	46.8
Economically Disadvantaged: No	231	36	38	16.5	112	48.5	81	35.1	231	35	28	12.1	118	51.1	85	36.8
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	504	37	75	14.9	221	43.8	208	41.3	502	36	64	12.7	226	45.0	212	42.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.D

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 4
Fall 2010

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	513	40	114	22.2	210	40.9	189	36.8	511	38	85	16.6	217	42.5	209	40.9
Gender																
Male	351	40	77	21.9	146	41.6	128	36.5	350	38	62	17.7	153	43.7	135	38.6
Female	162	40	37	22.8	64	39.5	61	37.7	161	39	23	14.3	64	39.8	74	46.0
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	12	44	2	16.7	3	25.0	7	58.3	12	40	2	16.7	3	25.0	7	58.3
Black or African American	126	39	32	25.4	48	38.1	46	36.5	125	39	23	18.4	47	37.6	55	44.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	333	40	74	22.2	143	42.9	116	34.8	332	37	56	16.9	152	45.8	124	37.3
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	31	42	5	16.1	12	38.7	14	45.2	31	40	4	12.9	11	35.5	16	51.6
Additional Reporting Groups																
Economically Disadvantaged: Yes	283	40	57	20.1	118	41.7	108	38.2	282	39	44	15.6	114	40.4	124	44.0
Economically Disadvantaged: No	230	39	57	24.8	92	40.0	81	35.2	229	37	41	17.9	103	45.0	85	37.1
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	505	40	113	22.4	206	40.8	186	36.8	503	38	84	16.7	213	42.3	206	41.0
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.D

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 5
Fall 2010

372

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	488	42	121	24.8	195	40.0	172	35.2	486	40	75	15.4	235	48.4	176	36.2
Gender																
Male	338	42	82	24.3	135	39.9	121	35.8	336	41	52	15.5	161	47.9	123	36.6
Female	150	42	39	26.0	60	40.0	51	34.0	150	40	23	15.3	74	49.3	53	35.3
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	132	42	34	25.8	51	38.6	47	35.6	131	41	20	15.3	56	42.7	55	42.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	311	42	82	26.4	121	38.9	108	34.7	310	40	51	16.5	156	50.3	103	33.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	31	45	3	9.7	16	51.6	12	38.7	31	45	2	6.5	14	45.2	15	48.4
Additional Reporting Groups																
Economically Disadvantaged: Yes	267	44	52	19.5	107	40.1	108	40.4	266	43	32	12.0	121	45.5	113	42.5
Economically Disadvantaged: No	221	39	69	31.2	88	39.8	64	29.0	220	37	43	19.5	114	51.8	63	28.6
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	479	42	120	25.1	189	39.5	170	35.5	477	40	75	15.7	230	48.2	172	36.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 5
Fall 2010

	Science							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%
State								
All Students	468	47	102	21.8	284	60.7	82	17.5
Gender								
Male	320	47	72	22.5	188	58.8	60	18.8
Female	148	48	30	20.3	96	64.9	22	14.9
Ethnicity								
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black or African American	126	46	32	25.4	68	54.0	26	20.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	299	48	64	21.4	184	61.5	51	17.1
Two or More Races	*	*	*	*	*	*	*	*
Hispanic of Any Race	31	49	3	9.7	24	77.4	4	12.9
Additional Reporting Groups								
Economically Disadvantaged: Yes	258	50	37	14.3	162	62.8	59	22.9
Economically Disadvantaged: No	210	44	65	31.0	122	58.1	23	11.0
English Language Learners: Yes	*	*	*	*	*	*	*	*
English Language Learners: No	459	47	101	22.0	277	60.3	81	17.6
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 6
Fall 2010

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	469	36	104	22.2	164	35.0	201	42.9	468	32	66	14.1	227	48.5	175	37.4
Gender																
Male	298	36	67	22.5	107	35.9	124	41.6	298	32	39	13.1	148	49.7	111	37.2
Female	171	37	37	21.6	57	33.3	77	45.0	170	31	27	15.9	79	46.5	64	37.6
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	16	36	2	12.5	10	62.5	4	25.0	16	37	0	0.0	7	43.8	9	56.3
Black or African American	98	34	24	24.5	39	39.8	35	35.7	98	30	20	20.4	44	44.9	34	34.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	318	37	65	20.4	103	32.4	150	47.2	318	32	38	11.9	157	49.4	123	38.7
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	27	33	8	29.6	12	44.4	7	25.9	27	29	7	25.9	14	51.9	6	22.2
Additional Reporting Groups																
Economically Disadvantaged: Yes	264	36	54	20.5	95	36.0	115	43.6	264	32	41	15.5	121	45.8	102	38.6
Economically Disadvantaged: No	205	35	50	24.4	69	33.7	86	42.0	204	31	25	12.3	106	52.0	73	35.8
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	461	36	102	22.1	160	34.7	199	43.2	460	32	63	13.7	225	48.9	172	37.4
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.D

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 7
Fall 2010

375

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	488	39	104	21.3	190	38.9	194	39.8	485	34	80	16.5	232	47.8	173	35.7
Gender																
Male	322	38	74	23.0	130	40.4	118	36.6	320	35	53	16.6	146	45.6	121	37.8
Female	166	41	30	18.1	60	36.1	76	45.8	165	33	27	16.4	86	52.1	52	31.5
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	117	39	26	22.2	44	37.6	47	40.2	117	34	21	17.9	55	47.0	41	35.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	324	39	67	20.7	129	39.8	128	39.5	323	35	48	14.9	155	48.0	120	37.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	27	40	6	22.2	7	25.9	14	51.9	27	33	6	22.2	11	40.7	10	37.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	265	41	51	19.2	95	35.8	119	44.9	265	36	33	12.5	120	45.3	112	42.3
Economically Disadvantaged: No	223	37	53	23.8	95	42.6	75	33.6	220	32	47	21.4	112	50.9	61	27.7
English Language Learners: Yes	10	39	0	0.0	8	80.0	2	20.0	*	*	*	*	*	*	*	*
English Language Learners: No	478	39	104	21.8	182	38.1	192	40.2	476	34	80	16.8	227	47.7	169	35.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 8
Fall 2010

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	511	41	100	19.6	197	38.6	214	41.9	512	37	61	11.9	240	46.9	211	41.2
Gender																
Male	320	41	70	21.9	119	37.2	131	40.9	320	37	36	11.3	152	47.5	132	41.3
Female	191	42	30	15.7	78	40.8	83	43.5	192	36	25	13.0	88	45.8	79	41.1
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	10	34	3	30.0	6	60.0	1	10.0	10	34	1	10.0	7	70.0	2	20.0
Black or African American	112	42	18	16.1	44	39.3	50	44.6	113	38	13	11.5	45	39.8	55	48.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	353	41	69	19.5	135	38.2	149	42.2	353	37	41	11.6	170	48.2	142	40.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	25	37	9	36.0	6	24.0	10	40.0	25	32	6	24.0	10	40.0	9	36.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	273	43	43	15.8	101	37.0	129	47.3	273	39	20	7.3	127	46.5	126	46.2
Economically Disadvantaged: No	238	39	57	23.9	96	40.3	85	35.7	239	35	41	17.2	113	47.3	85	35.6
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	502	41	100	19.9	194	38.6	208	41.4	503	37	61	12.1	235	46.7	207	41.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.D

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 8
Fall 2010

377

	Science							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%
State								
All Students	498	46	132	26.5	231	46.4	135	27.1
Gender								
Male	311	46	86	27.7	133	42.8	92	29.6
Female	187	46	46	24.6	98	52.4	43	23.0
Ethnicity								
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black or African American	108	46	24	22.2	58	53.7	26	24.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	346	47	89	25.7	159	46.0	98	28.3
Two or More Races	*	*	*	*	*	*	*	*
Hispanic of Any Race	24	40	10	41.7	7	29.2	7	29.2
Additional Reporting Groups								
Economically Disadvantaged: Yes	262	49	54	20.6	124	47.3	84	32.1
Economically Disadvantaged: No	236	44	78	33.1	107	45.3	51	21.6
English Language Learners: Yes	*	*	*	*	*	*	*	*
English Language Learners: No	489	46	129	26.4	227	46.4	133	27.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 3
Fall 2010

378

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	389	25	150	38.6	182	46.8	57	14.7	389	27	130	33.4	124	31.9	135	34.7
Gender																
Male	257	25	102	39.7	125	48.6	30	11.7	258	27	84	32.6	84	32.6	90	34.9
Female	132	27	48	36.4	57	43.2	27	20.5	131	28	46	35.1	40	30.5	45	34.4
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	10	17	7	70.0	2	20.0	1	10.0	10	17	6	60.0	3	30.0	1	10.0
Black or African American	89	27	31	34.8	41	46.1	17	19.1	89	29	28	31.5	29	32.6	32	36.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	260	25	105	40.4	119	45.8	36	13.8	260	26	86	33.1	85	32.7	89	34.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	25	32	5	20.0	17	68.0	3	12.0	25	31	8	32.0	6	24.0	11	44.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	203	27	75	36.9	96	47.3	32	15.8	203	28	64	31.5	68	33.5	71	35.0
Economically Disadvantaged: No	186	24	75	40.3	86	46.2	25	13.4	186	26	66	35.5	56	30.1	64	34.4
English Language Learners: Yes	11	28	4	36.4	6	54.5	1	9.1	11	31	3	27.3	3	27.3	5	45.5
English Language Learners: No	378	25	146	38.6	176	46.6	56	14.8	378	27	127	33.6	121	32.0	130	34.4
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Participation
Grade 4
Fall 2010

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	338	27	122	36.1	155	45.9	61	18.0	338	29	112	33.1	120	35.5	106	31.4
Gender																
Male	228	27	86	37.7	99	43.4	43	18.9	228	30	73	32.0	83	36.4	72	31.6
Female	110	28	36	32.7	56	50.9	18	16.4	110	28	39	35.5	37	33.6	34	30.9
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	77	30	26	33.8	33	42.9	18	23.4	77	30	26	33.8	26	33.8	25	32.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	223	27	80	35.9	107	48.0	36	16.1	222	29	69	31.1	83	37.4	70	31.5
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	25	25	10	40.0	10	40.0	5	20.0	25	29	10	40.0	7	28.0	8	32.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	176	29	59	33.5	80	45.5	37	21.0	175	31	54	30.9	54	30.9	67	38.3
Economically Disadvantaged: No	162	26	63	38.9	75	46.3	24	14.8	163	27	58	35.6	66	40.5	39	23.9
English Language Learners: Yes	13	35	3	23.1	5	38.5	5	38.5	13	33	5	38.5	2	15.4	6	46.2
English Language Learners: No	325	27	119	36.6	150	46.2	56	17.2	325	29	107	32.9	118	36.3	100	30.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2010

380

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	325	25	140	43.1	138	42.5	47	14.5	324	26	145	44.8	108	33.3	71	21.9
Gender																
Male	214	25	90	42.1	94	43.9	30	14.0	214	26	92	43.0	73	34.1	49	22.9
Female	111	26	50	45.0	44	39.6	17	15.3	110	26	53	48.2	35	31.8	22	20.0
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	85	27	33	38.8	36	42.4	16	18.8	84	27	39	46.4	22	26.2	23	27.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	209	25	92	44.0	88	42.1	29	13.9	209	26	90	43.1	76	36.4	43	20.6
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	19	18	12	63.2	6	31.6	1	5.3	19	23	11	57.9	5	26.3	3	15.8
Additional Reporting Groups																
Economically Disadvantaged: Yes	170	25	74	43.5	69	40.6	27	15.9	169	26	74	43.8	60	35.5	35	20.7
Economically Disadvantaged: No	155	26	66	42.6	69	44.5	20	12.9	155	26	71	45.8	48	31.0	36	23.2
English Language Learners: Yes	12	28	4	33.3	7	58.3	1	8.3	12	30	5	41.7	4	33.3	3	25.0
English Language Learners: No	313	25	136	43.5	131	41.9	46	14.7	312	26	140	44.9	104	33.3	68	21.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed
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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2010

381

	Science							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%
State								
All Students	311	38	106	34.1	177	56.9	28	9.0
Gender								
Male	201	37	76	37.8	113	56.2	12	6.0
Female	110	40	30	27.3	64	58.2	16	14.5
Ethnicity								
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black or African American	83	42	24	28.9	47	56.6	12	14.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	199	37	73	36.7	111	55.8	15	7.5
Two or More Races	*	*	*	*	*	*	*	*
Hispanic of Any Race	18	33	7	38.9	10	55.6	1	5.6
Additional Reporting Groups								
Economically Disadvantaged: Yes	165	39	54	32.7	95	57.6	16	9.7
Economically Disadvantaged: No	146	38	52	35.6	82	56.2	12	8.2
English Language Learners: Yes	12	48	1	8.3	9	75.0	2	16.7
English Language Learners: No	299	38	105	35.1	168	56.2	26	8.7
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 6
Fall 2010

382

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	302	25	119	39.4	124	41.1	59	19.5	301	27	126	41.9	104	34.6	71	23.6
Gender																
Male	183	26	67	36.6	79	43.2	37	20.2	182	28	75	41.2	59	32.4	48	26.4
Female	119	24	52	43.7	45	37.8	22	18.5	119	26	51	42.9	45	37.8	23	19.3
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	69	27	24	34.8	30	43.5	15	21.7	68	28	27	39.7	22	32.4	19	27.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	208	25	85	40.9	84	40.4	39	18.8	208	28	82	39.4	77	37.0	49	23.6
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	12	16	6	50.0	5	41.7	1	8.3	12	17	8	66.7	3	25.0	1	8.3
Additional Reporting Groups																
Economically Disadvantaged: Yes	142	28	50	35.2	61	43.0	31	21.8	141	30	51	36.2	53	37.6	37	26.2
Economically Disadvantaged: No	160	23	69	43.1	63	39.4	28	17.5	160	25	75	46.9	51	31.9	34	21.3
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	299	25	118	39.5	122	40.8	59	19.7	298	27	124	41.6	103	34.6	71	23.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Participation
Grade 7
Fall 2010

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	287	27	113	39.4	112	39.0	62	21.6	288	26	139	48.3	95	33.0	54	18.8
Gender																
Male	177	26	70	39.5	68	38.4	39	22.0	178	27	82	46.1	64	36.0	32	18.0
Female	110	27	43	39.1	44	40.0	23	20.9	110	26	57	51.8	31	28.2	22	20.0
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	63	22	31	49.2	24	38.1	8	12.7	63	22	34	54.0	21	33.3	8	12.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	200	27	73	36.5	84	42.0	43	21.5	201	27	97	48.3	67	33.3	37	18.4
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	12	32	4	33.3	4	33.3	4	33.3	12	32	4	33.3	5	41.7	3	25.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	127	26	52	40.9	49	38.6	26	20.5	127	26	61	48.0	38	29.9	28	22.0
Economically Disadvantaged: No	160	27	61	38.1	63	39.4	36	22.5	161	26	78	48.4	57	35.4	26	16.1
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	283	27	111	39.2	111	39.2	61	21.6	284	26	137	48.2	93	32.7	54	19.0
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 8
Fall 2010

384

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
State																
All Students	266	27	104	39.1	117	44.0	45	16.9	265	27	126	47.5	105	39.6	34	12.8
Gender																
Male	167	29	60	35.9	79	47.3	28	16.8	167	29	71	42.5	71	42.5	25	15.0
Female	99	25	44	44.4	38	38.4	17	17.2	98	24	55	56.1	34	34.7	9	9.2
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	62	27	24	38.7	29	46.8	9	14.5	61	26	28	45.9	26	42.6	7	11.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	174	27	69	39.7	76	43.7	29	16.7	174	27	88	50.6	63	36.2	23	13.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	18	26	9	50.0	4	22.2	5	27.8	18	28	7	38.9	8	44.4	3	16.7
Additional Reporting Groups																
Economically Disadvantaged: Yes	127	28	45	35.4	56	44.1	26	20.5	126	28	60	47.6	50	39.7	16	12.7
Economically Disadvantaged: No	139	26	59	42.4	61	43.9	19	13.7	139	27	66	47.5	55	39.6	18	12.9
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	261	27	102	39.1	115	44.1	44	16.9	260	27	125	48.1	102	39.2	33	12.7
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Participation
Grade 8
Fall 2010

	Science							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%
State								
All Students	253	42	78	30.8	149	58.9	26	10.3
Gender								
Male	158	45	42	26.6	97	61.4	19	12.0
Female	95	37	36	37.9	52	54.7	7	7.4
Ethnicity								
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black or African American	59	42	20	33.9	32	54.2	7	11.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	166	42	51	30.7	99	59.6	16	9.6
Two or More Races	*	*	*	*	*	*	*	*
Hispanic of Any Race	16	42	5	31.3	10	62.5	1	6.3
Additional Reporting Groups								
Economically Disadvantaged: Yes	120	43	43	35.8	60	50.0	17	14.2
Economically Disadvantaged: No	133	42	35	26.3	89	66.9	9	6.8
English Language Learners: Yes	*	*	*	*	*	*	*	*
English Language Learners: No	248	42	77	31.0	146	58.9	25	10.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	1	School	1	XXXXXXXXXXXX	BTO		
District	2	School	1	XXXXXXXXXXXX		C	
District	3	School	1	XXXXXXXXXXXX			F
District	4	School	1	XXXXXXXXXXXX		E	
District	5	School	1	XXXXXXXXXXXX			F
District 6	6	School	1	XXXXXXXXXXXX		C	
District 7	7	School	1	XXXXXXXXXXXX		E	
District	8	School	1	XXXXXXXXXXXX	B, BTO		
District	9	School	1	XXXXXXXXXXXX	B		
District	10	School	1	XXXXXXXXXXXX	B		
District	11	School	1	XXXXXXXXXXXX			F
District	12	School	1	XXXXXXXXXXXX	A		
District	13	School	1	XXXXXXXXXXXX			F
District	14	School	1	XXXXXXXXXXXX			F
District	14	School	2	XXXXXXXXXXXX			F
District	14	School	3	XXXXXXXXXXXX	A		
District	14	School	4	XXXXXXXXXXXX			F
District	14	School	5	XXXXXXXXXXXX			F
District	14	School	6	XXXXXXXXXXXX			F
District	14	School	7	XXXXXXXXXXXX			F
District	14	School	8	XXXXXXXXXXXX			F
District	14	School	9	XXXXXXXXXXXX	A		
District	14	School	10	XXXXXXXXXXXX			F
District	14	School	11	XXXXXXXXXXXX			F
District	14	School	12	XXXXXXXXXXXX			F
District	14	School	13	XXXXXXXXXXXX			F
District	14	School	14	XXXXXXXXXXXX			F
District	14	School	15	XXXXXXXXXXXX			F
District	14	School	16	XXXXXXXXXXXX			F
District	14	School	17	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	14	School	18	XXXXXXXXXXXX			F
District	14	School	19	XXXXXXXXXXXX			F
District	14	School	20	XXXXXXXXXXXX			F
District	14	School	21	XXXXXXXXXXXX			F
District	14	School	22	XXXXXXXXXXXX			F
District	14	School	23	XXXXXXXXXXXX			F
District	14	School	24	XXXXXXXXXXXX			F
District	14	School	25	XXXXXXXXXXXX			F
District	14	School	26	XXXXXXXXXXXX			F
District	14	School	27	XXXXXXXXXXXX			F
District	14	School	28	XXXXXXXXXXXX			F
District	14	School	29	XXXXXXXXXXXX			F
District	15	School	1	XXXXXXXXXXXX	B		
District	16	School	1	XXXXXXXXXXXX	B		
District	17	School	1	XXXXXXXXXXXX	BTO		
District	18	School	1	XXXXXXXXXXXX			F
District	18	School	2	XXXXXXXXXXXX			F
District	18	School	3	XXXXXXXXXXXX			F
District	19	School	1	XXXXXXXXXXXX		C	
District	20	School	1	XXXXXXXXXXXX			F
District	21	School	1	XXXXXXXXXXXX			F
District	21	School	2	XXXXXXXXXXXX		C	
District	21	School	3	XXXXXXXXXXXX	BTO		
District	21	School	4	XXXXXXXXXXXX			F
District	21	School	5	XXXXXXXXXXXX		C	
District	22	School	1	XXXXXXXXXXXX			F
District	22	School	2	XXXXXXXXXXXX			F
District	22	School	3	XXXXXXXXXXXX	A, B, BTO		
District	23	School	1	XXXXXXXXXXXX		C	
District	24	School	1	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	24	School	2	XXXXXXXXXXXX		C	
District	25	School	1	XXXXXXXXXXXX			F
District	26	School	1	XXXXXXXXXXXX	B		
District	27	School	1	XXXXXXXXXXXX			F
District	28	School	1	XXXXXXXXXXXX		C	
District	28	School	2	XXXXXXXXXXXX		C	
District	28	School	3	XXXXXXXXXXXX	BTO		
District	28	School	4	XXXXXXXXXXXX		C	
District	28	School	5	XXXXXXXXXXXX		C	
District	28	School	6	XXXXXXXXXXXX		C	
District	29	School	1	XXXXXXXXXXXX	B		
District	29	School	2	XXXXXXXXXXXX	B, BTO		
District	29	School	3	XXXXXXXXXXXX	BTO		
District	30	School	1	XXXXXXXXXXXX	A, BTO		
District	30	School	2	XXXXXXXXXXXX			F
District	30	School	3	XXXXXXXXXXXX			F
District	31	School	1	XXXXXXXXXXXX			F
District	32	School	1	XXXXXXXXXXXX			F
District	33	School	1	XXXXXXXXXXXX			F
District	34	School	1	XXXXXXXXXXXX			F
District	35	School	1	XXXXXXXXXXXX			F
District	35	School	2	XXXXXXXXXXXX	A, BTO		
District	35	School	3	XXXXXXXXXXXX	A		
District	35	School	4	XXXXXXXXXXXX	A		
District	35	School	5	XXXXXXXXXXXX	A		
District	35	School	6	XXXXXXXXXXXX			F
District	35	School	7	XXXXXXXXXXXX	A,B		
District	35	School	8	XXXXXXXXXXXX	A		
District	36	School	1	XXXXXXXXXXXX			F
District	37	School	1	XXXXXXXXXXXX	B		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	38	School	1	XXXXXXXXXXXX		C	
District	39	School	1	XXXXXXXXXXXX			F
District	39	School	2	XXXXXXXXXXXX			F
District	40	School	1	XXXXXXXXXXXX	A		
District	40	School	2	XXXXXXXXXXXX	A		
District	41	School	1	XXXXXXXXXXXX			F
District	41	School	2	XXXXXXXXXXXX			F
District	42	School	1	XXXXXXXXXXXX		E	
District	42	School	2	XXXXXXXXXXXX			F
District	42	School	3	XXXXXXXXXXXX			F
District	42	School	4	XXXXXXXXXXXX			F
District	43	School	1	XXXXXXXXXXXX		C	
District	43	School	2	XXXXXXXXXXXX		C,E	
District	43	School	3	XXXXXXXXXXXX		C	
District	44	School	1	XXXXXXXXXXXX	B, BTO		
District	45	School	1	XXXXXXXXXXXX			F
District	45	School	2	XXXXXXXXXXXX	A, BTO		
District	45	School	3	XXXXXXXXXXXX	A, BTO		
District	46	School	1	XXXXXXXXXXXX	A, BTO		
District	46	School	2	XXXXXXXXXXXX	A		
District	46	School	3	XXXXXXXXXXXX	A		
District	47	School	1	XXXXXXXXXXXX	A		
District	48	School	1	XXXXXXXXXXXX		C	
District	49	School	1	XXXXXXXXXXXX			F
District	50	School	1	XXXXXXXXXXXX	BTO		
District	51	School	1	XXXXXXXXXXXX	BTO		
District	52	School	1	XXXXXXXXXXXX		C	
District	53	School	1	XXXXXXXXXXXX			F
District	54	School	1	XXXXXXXXXXXX			F
District	55	School	1	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	55	School	2	XXXXXXXXXXXX	BTO		
District	55	School	3	XXXXXXXXXXXX			F
District	55	School	4	XXXXXXXXXXXX			F
District	56	School	1	XXXXXXXXXXXX	B, BTO		
District	57	School	1	XXXXXXXXXXXX		E	
District	58	School	1	XXXXXXXXXXXX			F
District	59	School	1	XXXXXXXXXXXX			F
District	59	School	2	XXXXXXXXXXXX	A		
District	59	School	3	XXXXXXXXXXXX			F
District	59	School	4	XXXXXXXXXXXX			F
District	59	School	5	XXXXXXXXXXXX	A		
District	60	School	1	XXXXXXXXXXXX			F
District	61	School	1	XXXXXXXXXXXX			F
District	61	School	2	XXXXXXXXXXXX			F
District	61	School	3	XXXXXXXXXXXX			F
District	61	School	4	XXXXXXXXXXXX			F
District	62	School	1	XXXXXXXXXXXX			F
District	63	School	1	XXXXXXXXXXXX	A, BTO		
District	64	School	1	XXXXXXXXXXXX			F
District	65	School	1	XXXXXXXXXXXX			F
District	66	School	1	XXXXXXXXXXXX	A, B, BTO		
District	66	School	2	XXXXXXXXXXXX	B		
District	67	School	1	XXXXXXXXXXXX	B		
District	68	School	1	XXXXXXXXXXXX	BTO		
District	69	School	1	XXXXXXXXXXXX	BTO		
District	70	School	1	XXXXXXXXXXXX	BTO		
District	70	School	2	XXXXXXXXXXXX	BTO		
District	71	School	1	XXXXXXXXXXXX	A		
District	72	School	1	XXXXXXXXXXXX	BTO		
District	73	School	1	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	73	School	2	XXXXXXXXXXXX	A, BTO		
District	74	School	1	XXXXXXXXXXXX			F
District	74	School	2	XXXXXXXXXXXX			F
District	74	School	3	XXXXXXXXXXXX			F
District	74	School	4	XXXXXXXXXXXX			F
District	74	School	5	XXXXXXXXXXXX			F
District	74	School	6	XXXXXXXXXXXX	B, BTO		
District	74	School	7	XXXXXXXXXXXX	BTO		
District	74	School	8	XXXXXXXXXXXX			F
District	74	School	9	XXXXXXXXXXXX	BTO		
District	74	School	10	XXXXXXXXXXXX			F
District	75	School	1	XXXXXXXXXXXX			F
District	75	School	2	XXXXXXXXXXXX			F
District	76	School	1	XXXXXXXXXXXX	BTO		
District	77	School	1	XXXXXXXXXXXX	A, B, BTO		
District	78	School	1	XXXXXXXXXXXX		C	
District	79	School	1	XXXXXXXXXXXX		C	
District	79	School	2	XXXXXXXXXXXX		C	
District	79	School	3	XXXXXXXXXXXX		C	
District	79	School	4	XXXXXXXXXXXX		C,E	
District	79	School	5	XXXXXXXXXXXX		C,E	
District	79	School	6	XXXXXXXXXXXX		C	
District	79	School	7	XXXXXXXXXXXX			F
District	79	School	8	XXXXXXXXXXXX		C	
District	79	School	9	XXXXXXXXXXXX		C	
District	79	School	10	XXXXXXXXXXXX		C,E	
District	79	School	11	XXXXXXXXXXXX	BTO		
District	79	School	12	XXXXXXXXXXXX		C	
District	79	School	13	XXXXXXXXXXXX		C	
District	79	School	14	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	79	School	15	XXXXXXXXXXXX		E	
District	79	School	16	XXXXXXXXXXXX		C	
District	79	School	17	XXXXXXXXXXXX		C	
District	79	School	18	XXXXXXXXXXXX		C	
District	79	School	19	XXXXXXXXXXXX		C	
District	79	School	20	XXXXXXXXXXXX		C	
District	79	School	21	XXXXXXXXXXXX		C,E	
District	79	School	22	XXXXXXXXXXXX		C	
District	79	School	23	XXXXXXXXXXXX		C	
District	79	School	24	XXXXXXXXXXXX		C	
District	79	School	25	XXXXXXXXXXXX		C	
District	79	School	26	XXXXXXXXXXXX		C	
District	79	School	27	XXXXXXXXXXXX		C	
District	79	School	28	XXXXXXXXXXXX		C	
District	79	School	29	XXXXXXXXXXXX		C	
District	79	School	30	XXXXXXXXXXXX		C	
District	79	School	31	XXXXXXXXXXXX		C,E	
District	79	School	32	XXXXXXXXXXXX		C	
District	79	School	33	XXXXXXXXXXXX		C	
District	79	School	34	XXXXXXXXXXXX			F
District	79	School	35	XXXXXXXXXXXX		C	
District	79	School	36	XXXXXXXXXXXX	A,B		
District	79	School	37	XXXXXXXXXXXX		C,E	
District	79	School	38	XXXXXXXXXXXX		C	
District	79	School	39	XXXXXXXXXXXX		E	
District	79	School	40	XXXXXXXXXXXX	BTO		
District	79	School	41	XXXXXXXXXXXX		C	
District	79	School	42	XXXXXXXXXXXX		C,E	
District	79	School	43	XXXXXXXXXXXX		C	
District	79	School	44	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	79	School	45	XXXXXXXXXXXX		C	
District	79	School	46	XXXXXXXXXXXX		C,E	
District	79	School	47	XXXXXXXXXXXX		C,E	
District	79	School	48	XXXXXXXXXXXX		C	
District	79	School	49	XXXXXXXXXXXX		C	
District	79	School	50	XXXXXXXXXXXX		E	
District	79	School	51	XXXXXXXXXXXX		C	
District	79	School	52	XXXXXXXXXXXX		C,D	
District	79	School	53	XXXXXXXXXXXX		C	
District	79	School	54	XXXXXXXXXXXX		C	
District	79	School	55	XXXXXXXXXXXX		C	
District	79	School	56	XXXXXXXXXXXX	BTO		
District	79	School	57	XXXXXXXXXXXX		C,E	
District	79	School	58	XXXXXXXXXXXX		C,E	
District	79	School	59	XXXXXXXXXXXX		E	
District	79	School	60	XXXXXXXXXXXX		C	
District	79	School	61	XXXXXXXXXXXX		C,E	
District	79	School	62	XXXXXXXXXXXX		C	
District	79	School	63	XXXXXXXXXXXX		C	
District	79	School	64	XXXXXXXXXXXX		C	
District	79	School	65	XXXXXXXXXXXX		C,D	
District	79	School	66	XXXXXXXXXXXX		E	
District	79	School	67	XXXXXXXXXXXX		E	
District	79	School	68	XXXXXXXXXXXX		C	
District	79	School	69	XXXXXXXXXXXX		C	
District	79	School	70	XXXXXXXXXXXX		C	
District	80	School	1	XXXXXXXXXXXX		C	
District	81	School	1	XXXXXXXXXXXX	BTO		
District	82	School	1	XXXXXXXXXXXX		C	
District	83	School	1	XXXXXXXXXXXX	A		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	83	School	2	XXXXXXXXXXXX			F
District	84	School	1	XXXXXXXXXXXX	B		
District	85	School	1	XXXXXXXXXXXX	BTO		
District	86	School	1	XXXXXXXXXXXX			F
District	86	School	2	XXXXXXXXXXXX	A		
District	86	School	3	XXXXXXXXXXXX	A, BTO		
District	87	School	1	XXXXXXXXXXXX			F
District	87	School	2	XXXXXXXXXXXX			F
District	87	School	3	XXXXXXXXXXXX			F
District	87	School	4	XXXXXXXXXXXX			F
District	87	School	5	XXXXXXXXXXXX			F
District	87	School	6	XXXXXXXXXXXX			F
District	87	School	7	XXXXXXXXXXXX			F
District	88	School	1	XXXXXXXXXXXX	BTO		
District	89	School	1	XXXXXXXXXXXX		C	
District	89	School	1	XXXXXXXXXXXX		C	
District	90	School	1	XXXXXXXXXXXX	BTO		
District	91	School	1	XXXXXXXXXXXX	BTO		
District	92	School	1	XXXXXXXXXXXX			F
District	92	School	2	XXXXXXXXXXXX	B		
District	93	School	1	XXXXXXXXXXXX			F
District	94	School	1	XXXXXXXXXXXX			F
District	95	School	1	XXXXXXXXXXXX			F
District	95	School	2	XXXXXXXXXXXX			F
District	95	School	3	XXXXXXXXXXXX			F
District	95	School	4	XXXXXXXXXXXX			F
District	95	School	5	XXXXXXXXXXXX			F
District	95	School	6	XXXXXXXXXXXX	A, BTO		
District	95	School	7	XXXXXXXXXXXX			F
District	95	School	8	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	95	School	9	XXXXXXXXXXXX			F
District	95	School	10	XXXXXXXXXXXX			F
District	95	School	11	XXXXXXXXXXXX			F
District	95	School	12	XXXXXXXXXXXX			F
District	96	School	1	XXXXXXXXXXXX			F
District	96	School	2	XXXXXXXXXXXX			F
District	96	School	3	XXXXXXXXXXXX		C	
District	97	School	1	XXXXXXXXXXXX		E	
District	98	School	1	XXXXXXXXXXXX	B		
District	99	School	1	XXXXXXXXXXXX		C	
District	99	School	2	XXXXXXXXXXXX		C	
District	99	School	3	XXXXXXXXXXXX			F
District	99	School	4	XXXXXXXXXXXX		C	
District	99	School	5	XXXXXXXXXXXX		C	
District	99	School	6	XXXXXXXXXXXX		C	
District	99	School	7	XXXXXXXXXXXX		E	
District	100	School	1	XXXXXXXXXXXX			F
District	101	School	1	XXXXXXXXXXXX	A, BTO		
District	101	School	2	XXXXXXXXXXXX	A		
District	101	School	3	XXXXXXXXXXXX	A, BTO		
District	101	School	4	XXXXXXXXXXXX	A, B, BTO		
District	101	School	5	XXXXXXXXXXXX	A		
District	101	School	6	XXXXXXXXXXXX	A, BTO		
District	101	School	7	XXXXXXXXXXXX	A		
District	101	School	8	XXXXXXXXXXXX	A, B, BTO		
District	101	School	9	XXXXXXXXXXXX	A		
District	101	School	10	XXXXXXXXXXXX	A		
District	101	School	11	XXXXXXXXXXXX	A		
District	101	School	12	XXXXXXXXXXXX	A		
District	101	School	13	XXXXXXXXXXXX	A		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	101	School	14	XXXXXXXXXXXX	A		
District	102	School	1	XXXXXXXXXXXX			F
District	103	School	1	XXXXXXXXXXXX	A, BTO		
District	104	School	1	XXXXXXXXXXXX	BTO		
District	105	School	1	XXXXXXXXXXXX			F
District	106	School	1	XXXXXXXXXXXX		C	
District	107	School	1	XXXXXXXXXXXX	BTO		
District	108	School	1	XXXXXXXXXXXX			F
District	108	School	2	XXXXXXXXXXXX	B		
District	109	School	1	XXXXXXXXXXXX			F
District	110	School	1	XXXXXXXXXXXX	A, BTO		
District	111	School	1	XXXXXXXXXXXX	BTO		
District	111	School	2	XXXXXXXXXXXX		E	
District	112	School	1	XXXXXXXXXXXX	BTO		
District	113	School	1	XXXXXXXXXXXX			F
District	114	School	1	XXXXXXXXXXXX	A, B, BTO		
District	114	School	2	XXXXXXXXXXXX	BTO		
District	114	School	3	XXXXXXXXXXXX	A		
District	115	School	1	XXXXXXXXXXXX	BTO		
District	115	School	2	XXXXXXXXXXXX	BTO		
District	115	School	3	XXXXXXXXXXXX	A		
District	115	School	4	XXXXXXXXXXXX	A, BTO		
District	116	School	1	XXXXXXXXXXXX			F
District	117	School	1	XXXXXXXXXXXX		C,E	
District	117	School	2	XXXXXXXXXXXX	A, B, BTO		
District	117	School	3	XXXXXXXXXXXX		C	
District	117	School	4	XXXXXXXXXXXX	A, BTO		
District	117	School	5	XXXXXXXXXXXX		C	
District	117	School	6	XXXXXXXXXXXX		C	
District	117	School	7	XXXXXXXXXXXX		E	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	117	School	8	XXXXXXXXXXXX	A, B, BTO		
District	117	School	9	XXXXXXXXXXXX		C	
District	117	School	10	XXXXXXXXXXXX		C	
District	117	School	11	XXXXXXXXXXXX			F
District	117	School	12	XXXXXXXXXXXX		E	
District	117	School	13	XXXXXXXXXXXX			F
District	117	School	14	XXXXXXXXXXXX		C	
District	117	School	15	XXXXXXXXXXXX		C,E	
District	117	School	16	XXXXXXXXXXXX		E	
District	118	School	1	XXXXXXXXXXXX	B		
District	119	School	1	XXXXXXXXXXXX			F
District	119	School	2	XXXXXXXXXXXX	A, BTO		
District	119	School	3	XXXXXXXXXXXX	BTO		
District	120	School	1	XXXXXXXXXXXX		E	
District	121	School	1	XXXXXXXXXXXX	A		
District	121	School	2	XXXXXXXXXXXX			F
District	121	School	3	XXXXXXXXXXXX			F
District	121	School	4	XXXXXXXXXXXX	BTO		
District	121	School	5	XXXXXXXXXXXX	A		
District	121	School	6	XXXXXXXXXXXX	A		
District	121	School	7	XXXXXXXXXXXX			F
District	121	School	8	XXXXXXXXXXXX	A		
District	122	School	1	XXXXXXXXXXXX			F
District	123	School	1	XXXXXXXXXXXX	BTO		
District	124	School	1	XXXXXXXXXXXX	A, BTO		
District	124	School	2	XXXXXXXXXXXX	BTO		
District	125	School	1	XXXXXXXXXXXX			F
District	125	School	2	XXXXXXXXXXXX		C	
District	126	School	1	XXXXXXXXXXXX	BTO		
District	127	School	1	XXXXXXXXXXXX	BTO		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	128	School	1	XXXXXXXXXXXX			F
District	129	School	1	XXXXXXXXXXXX			F
District	130	School	1	XXXXXXXXXXXX	A		
District	131	School	1	XXXXXXXXXXXX			F
District	132	School	1	XXXXXXXXXXXX	BTO		
District	133	School	1	XXXXXXXXXXXX		C	
District	134	School	1	XXXXXXXXXXXX			F
District	135	School	1	XXXXXXXXXXXX			F
District	136	School	1	XXXXXXXXXXXX		C,E	
District	137	School	1	XXXXXXXXXXXX	BTO		
District	137	School	2	XXXXXXXXXXXX			F
District	138	School	1	XXXXXXXXXXXX	A		
District	139	School	1	XXXXXXXXXXXX	BTO		
District	140	School	1	XXXXXXXXXXXX			F
District	140	School	2	XXXXXXXXXXXX			F
District	140	School	3	XXXXXXXXXXXX			F
District	140	School	4	XXXXXXXXXXXX			F
District	140	School	5	XXXXXXXXXXXX			F
District	141	School	1	XXXXXXXXXXXX			F
District	142	School	1	XXXXXXXXXXXX	A, BTO		
District	142	School	2	XXXXXXXXXXXX			F
District	143	School	1	XXXXXXXXXXXX			F
District	144	School	1	XXXXXXXXXXXX	BTO		
District	144	School	2	XXXXXXXXXXXX	A		
District	144	School	3	XXXXXXXXXXXX	A, BTO		
District	144	School	4	XXXXXXXXXXXX	A, BTO		
District	144	School	5	XXXXXXXXXXXX			F
District	144	School	6	XXXXXXXXXXXX			F
District	145	School	1	XXXXXXXXXXXX			F
District	145	School	2	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	145	School	3	XXXXXXXXXXXX	BTO		
District	145	School	4	XXXXXXXXXXXX			F
District	146	School	1	XXXXXXXXXXXX	BTO		
District	147	School	1	XXXXXXXXXXXX			F
District	148	School	1	XXXXXXXXXXXX			F
District	148	School	2	XXXXXXXXXXXX			F
District	148	School	3	XXXXXXXXXXXX			F
District	148	School	4	XXXXXXXXXXXX			F
District	148	School	5	XXXXXXXXXXXX			F
District	149	School	1	XXXXXXXXXXXX	A		
District	149	School	2	XXXXXXXXXXXX			F
District	150	School	1	XXXXXXXXXXXX			F
District	151	School	1	XXXXXXXXXXXX			F
District	151	School	2	XXXXXXXXXXXX			F
District	151	School	3	XXXXXXXXXXXX			F
District	151	School	4	XXXXXXXXXXXX		C	
District	151	School	5	XXXXXXXXXXXX			F
District	151	School	6	XXXXXXXXXXXX		E	
District	151	School	7	XXXXXXXXXXXX		E	
District	151	School	8	XXXXXXXXXXXX			F
District	151	School	9	XXXXXXXXXXXX			F
District	151	School	10	XXXXXXXXXXXX		C	
District	151	School	11	XXXXXXXXXXXX			F
District	151	School	12	XXXXXXXXXXXX		C	
District	152	School	1	XXXXXXXXXXXX			F
District	153	School	1	XXXXXXXXXXXX	B, BTO		
District	154	School	1	XXXXXXXXXXXX			F
District	155	School	1	XXXXXXXXXXXX		D	
District	156	School	1	XXXXXXXXXXXX			F
District	156	School	2	XXXXXXXXXXXX	BTO		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	157	School	1	XXXXXXXXXXXX			F
District	157	School	2	XXXXXXXXXXXX			F
District	157	School	3	XXXXXXXXXXXX			F
District	157	School	4	XXXXXXXXXXXX	BTO		
District	157	School	5	XXXXXXXXXXXX			F
District	157	School	6	XXXXXXXXXXXX	BTO		
District	157	School	7	XXXXXXXXXXXX	BTO		
District	158	School	1	XXXXXXXXXXXX			F
District	159	School	1	XXXXXXXXXXXX	BTO		
District	160	School	1	XXXXXXXXXXXX	BTO		
District	161	School	1	XXXXXXXXXXXX			F
District	161	School	2	XXXXXXXXXXXX	A, BTO		
District	161	School	3	XXXXXXXXXXXX			F
District	161	School	4	XXXXXXXXXXXX			F
District	161	School	5	XXXXXXXXXXXX	A		
District	161	School	6	XXXXXXXXXXXX	A		
District	161	School	7	XXXXXXXXXXXX			F
District	162	School	1	XXXXXXXXXXXX			F
District	163	School	1	XXXXXXXXXXXX	B		
District	164	School	1	XXXXXXXXXXXX			F
District	165	School	1	XXXXXXXXXXXX	B		
District	166	School	1	XXXXXXXXXXXX			F
District	166	School	2	XXXXXXXXXXXX			F
District	166	School	3	XXXXXXXXXXXX			F
District	167	School	1	XXXXXXXXXXXX			F
District	167	School	2	XXXXXXXXXXXX			F
District	167	School	3	XXXXXXXXXXXX			F
District	167	School	4	XXXXXXXXXXXX			F
District	168	School	1	XXXXXXXXXXXX		C	
District	168	School	2	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	168	School	3	XXXXXXXXXXXX		C	
District	168	School	4	XXXXXXXXXXXX		C	
District	168	School	5	XXXXXXXXXXXX		C	
District	168	School	6	XXXXXXXXXXXX			F
District	168	School	7	XXXXXXXXXXXX			F
District	168	School	8	XXXXXXXXXXXX			F
District	168	School	9	XXXXXXXXXXXX		C	
District	168	School	10	XXXXXXXXXXXX		C	
District	168	School	11	XXXXXXXXXXXX		C	
District	169	School	1	XXXXXXXXXXXX			F
District	170	School	1	XXXXXXXXXXXX			F
District	171	School	1	XXXXXXXXXXXX			F
District	171	School	2	XXXXXXXXXXXX			F
District	172	School	1	XXXXXXXXXXXX		E	
District	173	School	1	XXXXXXXXXXXX	A,B		
District	174	School	1	XXXXXXXXXXXX			F
District	174	School	2	XXXXXXXXXXXX			F
District	174	School	3	XXXXXXXXXXXX			F
District	174	School	4	XXXXXXXXXXXX	B		
District	174	School	5	XXXXXXXXXXXX			F
District	174	School	6	XXXXXXXXXXXX	A, B, BTO		
District	175	School	1	XXXXXXXXXXXX			F
District	175	School	2	XXXXXXXXXXXX	B		
District	176	School	1	XXXXXXXXXXXX		C	
District	176	School	2	XXXXXXXXXXXX			F
District	176	School	3	XXXXXXXXXXXX		C	
District	177	School	1	XXXXXXXXXXXX	BTO		
District	178	School	1	XXXXXXXXXXXX	BTO		
District	179	School	1	XXXXXXXXXXXX			F
District	180	School	1	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	181	School	1	XXXXXXXXXXXX			F
District	182	School	1	XXXXXXXXXXXX	B, BTO		
District	183	School	1	XXXXXXXXXXXX			F
District	184	School	1	XXXXXXXXXXXX			F
District	185	School	1	XXXXXXXXXXXX	B		
District	186	School	1	XXXXXXXXXXXX	BTO		
District	186	School	2	XXXXXXXXXXXX			F
District	186	School	3	XXXXXXXXXXXX			F
District	186	School	4	XXXXXXXXXXXX			F
District	186	School	5	XXXXXXXXXXXX	B		
District	186	School	6	XXXXXXXXXXXX	A		
District	187	School	1	XXXXXXXXXXXX			F
District	187	School	2	XXXXXXXXXXXX			F
District	187	School	3	XXXXXXXXXXXX			F
District	188	School	1	XXXXXXXXXXXX		C	
District	189	School	1	XXXXXXXXXXXX	BTO		
District	190	School	1	XXXXXXXXXXXX		C	
District	191	School	1	XXXXXXXXXXXX	B		
District	192	School	1	XXXXXXXXXXXX		C,E	
District	192	School	2	XXXXXXXXXXXX			F
District	193	School	1	XXXXXXXXXXXX		E	
District	194	School	1	XXXXXXXXXXXX			F
District	194	School	2	XXXXXXXXXXXX	BTO		
District	194	School	3	XXXXXXXXXXXX			F
District	195	School	1	XXXXXXXXXXXX			F
District	196	School	1	XXXXXXXXXXXX		C	
District	196	School	2	XXXXXXXXXXXX		C	
District	197	School	1	XXXXXXXXXXXX		C	
District	197	School	2	XXXXXXXXXXXX		C	
District	197	School	3	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	197	School	4	XXXXXXXXXXXX		C	
District	198	School	1	XXXXXXXXXXXX	B		
District	199	School	1	XXXXXXXXXXXX		C	
District	200	School	1	XXXXXXXXXXXX	B		
District	201	School	1	XXXXXXXXXXXX			F
District	201	School	2	XXXXXXXXXXXX	B		
District	202	School	1	XXXXXXXXXXXX	BTO		
District	203	School	1	XXXXXXXXXXXX	BTO		
District	204	School	1	XXXXXXXXXXXX			F
District	204	School	2	XXXXXXXXXXXX	A, BTO		
District	205	School	1	XXXXXXXXXXXX		C	
District	206	School	1	XXXXXXXXXXXX			F
District	206	School	2	XXXXXXXXXXXX	A		
District	206	School	3	XXXXXXXXXXXX			F
District	206	School	4	XXXXXXXXXXXX	A		
District	206	School	5	XXXXXXXXXXXX	A		
District	206	School	6	XXXXXXXXXXXX	A		
District	206	School	7	XXXXXXXXXXXX	A		
District	206	School	8	XXXXXXXXXXXX	A		
District	207	School	1	XXXXXXXXXXXX	A		
District	207	School	2	XXXXXXXXXXXX			F
District	207	School	3	XXXXXXXXXXXX			F
District	207	School	4	XXXXXXXXXXXX	A		
District	207	School	5	XXXXXXXXXXXX			F
District	207	School	6	XXXXXXXXXXXX			F
District	207	School	7	XXXXXXXXXXXX			F
District	208	School	1	XXXXXXXXXXXX		C,E	
District	209	School	1	XXXXXXXXXXXX			F
District	209	School	2	XXXXXXXXXXXX			F
District	209	School	3	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	209	School	4	XXXXXXXXXXXX			F
District	209	School	5	XXXXXXXXXXXX			F
District	209	School	6	XXXXXXXXXXXX			F
District	209	School	7	XXXXXXXXXXXX			F
District	209	School	8	XXXXXXXXXXXX			F
District	209	School	9	XXXXXXXXXXXX			F
District	210	School	1	XXXXXXXXXXXX			F
District	211	School	1	XXXXXXXXXXXX			F
District	211	School	2	XXXXXXXXXXXX		C	
District	211	School	3	XXXXXXXXXXXX			F
District	212	School	1	XXXXXXXXXXXX	A,B		
District	213	School	1	XXXXXXXXXXXX			F
District	213	School	2	XXXXXXXXXXXX	BTO		
District	214	School	1	XXXXXXXXXXXX			F
District	215	School	1	XXXXXXXXXXXX	A		
District	216	School	1	XXXXXXXXXXXX			F
District	217	School	1	XXXXXXXXXXXX			F
District	218	School	1	XXXXXXXXXXXX			F
District	219	School	1	XXXXXXXXXXXX	BTO		
District	220	School	1	XXXXXXXXXXXX	B		
District	221	School	1	XXXXXXXXXXXX	BTO		
District	221	School	2	XXXXXXXXXXXX			F
District	222	School	1	XXXXXXXXXXXX	A,B		
District	222	School	2	XXXXXXXXXXXX			F
District	222	School	3	XXXXXXXXXXXX			F
District	222	School	4	XXXXXXXXXXXX	A		
District	222	School	5	XXXXXXXXXXXX			F
District	222	School	6	XXXXXXXXXXXX	A		
District	223	School	1	XXXXXXXXXXXX			F
District	224	School	1	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	224	School	2	XXXXXXXXXXXX		C	
District	224	School	3	XXXXXXXXXXXX		C	
District	224	School	4	XXXXXXXXXXXX		C	
District	224	School	5	XXXXXXXXXXXX		C	
District	225	School	1	XXXXXXXXXXXX		C	
District	225	School	2	XXXXXXXXXXXX			F
District	225	School	3	XXXXXXXXXXXX			F
District	226	School	1	XXXXXXXXXXXX	A		
District	226	School	2	XXXXXXXXXXXX			F
District	226	School	3	XXXXXXXXXXXX			F
District	226	School	4	XXXXXXXXXXXX	BTO		
District	227	School	1	XXXXXXXXXXXX			F
District	228	School	1	XXXXXXXXXXXX	BTO		
District	229	School	1	XXXXXXXXXXXX			F
District	230	School	1	XXXXXXXXXXXX			F
District	230	School	2	XXXXXXXXXXXX			F
District	231	School	1	XXXXXXXXXXXX			F
District	232	School	1	XXXXXXXXXXXX		C	
District	232	School	2	XXXXXXXXXXXX		C,E	
District	233	School	1	XXXXXXXXXXXX			F
District	233	School	2	XXXXXXXXXXXX	A, BTO		
District	233	School	3	XXXXXXXXXXXX			F
District	233	School	4	XXXXXXXXXXXX	A,B		
District	233	School	5	XXXXXXXXXXXX			F
District	233	School	6	XXXXXXXXXXXX			F
District	233	School	7	XXXXXXXXXXXX	A		
District	233	School	8	XXXXXXXXXXXX	A,B		
District	233	School	9	XXXXXXXXXXXX			F
District	233	School	10	XXXXXXXXXXXX			F
District	233	School	11	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	233	School	12	XXXXXXXXXXXX	A, B, BTO		
District	233	School	13	XXXXXXXXXXXX	A, B, BTO		
District	233	School	14	XXXXXXXXXXXX			F
District	233	School	15	XXXXXXXXXXXX	BTO		
District	233	School	16	XXXXXXXXXXXX	A,B		
District	233	School	17	XXXXXXXXXXXX	A, BTO		
District	233	School	18	XXXXXXXXXXXX			F
District	234	School	1	XXXXXXXXXXXX	A		
District	234	School	2	XXXXXXXXXXXX	A,B		
District	234	School	3	XXXXXXXXXXXX	A		
District	235	School	1	XXXXXXXXXXXX		E	
District	236	School	1	XXXXXXXXXXXX			F
District	237	School	1	XXXXXXXXXXXX		E	
District	237	School	2	XXXXXXXXXXXX		E	
District	238	School	1	XXXXXXXXXXXX		E	
District	238	School	2	XXXXXXXXXXXX		C	
District	238	School	3	XXXXXXXXXXXX	A, BTO		
District	238	School	4	XXXXXXXXXXXX		C	
District	238	School	5	XXXXXXXXXXXX		E	
District	238	School	6	XXXXXXXXXXXX	A, BTO		
District	238	School	7	XXXXXXXXXXXX		C	
District	238	School	8	XXXXXXXXXXXX		E	
District	239	School	1	XXXXXXXXXXXX		C	
District	240	School	1	XXXXXXXXXXXX	BTO		
District	241	School	1	XXXXXXXXXXXX	A		
District	242	School	1	XXXXXXXXXXXX			F
District	242	School	2	XXXXXXXXXXXX			F
District	242	School	3	XXXXXXXXXXXX	BTO		
District	243	School	1	XXXXXXXXXXXX	BTO		
District	244	School	1	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	245	School	1	XXXXXXXXXXXX	A		
District	245	School	2	XXXXXXXXXXXX	A, BTO		
District	245	School	3	XXXXXXXXXXXX	A		
District	245	School	4	XXXXXXXXXXXX	A		
District	245	School	5	XXXXXXXXXXXX	A		
District	245	School	6	XXXXXXXXXXXX	A		
District	245	School	7	XXXXXXXXXXXX	A		
District	246	School	1	XXXXXXXXXXXX			F
District	246	School	2	XXXXXXXXXXXX		E	
District	246	School	3	XXXXXXXXXXXX			F
District	247	School	1	XXXXXXXXXXXX			F
District	247	School	2	XXXXXXXXXXXX			F
District	248	School	1	XXXXXXXXXXXX		C	
District	248	School	2	XXXXXXXXXXXX			F
District	248	School	3	XXXXXXXXXXXX			F
District	249	School	1	XXXXXXXXXXXX			F
District	250	School	1	XXXXXXXXXXXX	A, BTO		
District	251	School	1	XXXXXXXXXXXX			F
District	252	School	1	XXXXXXXXXXXX			F
District	252	School	2	XXXXXXXXXXXX		C	
District	253	School	1	XXXXXXXXXXXX	A		
District	253	School	2	XXXXXXXXXXXX			F
District	253	School	3	XXXXXXXXXXXX	A		
District	253	School	4	XXXXXXXXXXXX			F
District	253	School	5	XXXXXXXXXXXX			F
District	253	School	6	XXXXXXXXXXXX			F
District	253	School	7	XXXXXXXXXXXX	A		
District	253	School	8	XXXXXXXXXXXX	A		
District	254	School	1	XXXXXXXXXXXX		C	
District	254	School	2	XXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	254	School	3	XXXXXXXXXXXX			F
District	255	School	1	XXXXXXXXXXXX	A, B, BTO		
District	255	School	2	XXXXXXXXXXXX	A, B, BTO		
District	255	School	3	XXXXXXXXXXXX	A		
District	256	School	1	XXXXXXXXXXXX		E	
District	257	School	1	XXXXXXXXXXXX	A		
District	258	School	1	XXXXXXXXXXXX	B		
District	259	School	1	XXXXXXXXXXXX	A, BTO		
District	260	School	1	XXXXXXXXXXXX	BTO		
District	261	School	1	XXXXXXXXXXXX	BTO		
District	262	School	1	XXXXXXXXXXXX	BTO		
District	263	School	1	XXXXXXXXXXXX	B		
District	264	School	1	XXXXXXXXXXXX			F
District	265	School	1	XXXXXXXXXXXX			F
District	265	School	2	XXXXXXXXXXXX	B		
District	266	School	1	XXXXXXXXXXXX	BTO		
District	267	School	1	XXXXXXXXXXXX			F
District	268	School	1	XXXXXXXXXXXX	BTO		
District	269	School	1	XXXXXXXXXXXX		C	
District	270	School	1	XXXXXXXXXXXX		C	
District	271	School	1	XXXXXXXXXXXX	BTO		
District	272	School	1	XXXXXXXXXXXX			F
District	272	School	2	XXXXXXXXXXXX	A,B		
District	272	School	3	XXXXXXXXXXXX			F
District	272	School	4	XXXXXXXXXXXX			F
District	272	School	5	XXXXXXXXXXXX	A		
District	272	School	6	XXXXXXXXXXXX			F
District	272	School	7	XXXXXXXXXXXX	A		
District	272	School	8	XXXXXXXXXXXX			F
District	272	School	9	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	272	School	10	XXXXXXXXXXXX	A		
District	272	School	11	XXXXXXXXXXXX			F
District	272	School	12	XXXXXXXXXXXX	A, B, BTO		
District	272	School	13	XXXXXXXXXXXX			F
District	272	School	14	XXXXXXXXXXXX			F
District	272	School	15	XXXXXXXXXXXX			F
District	272	School	16	XXXXXXXXXXXX			F
District	273	School	1	XXXXXXXXXXXX		C	
District	274	School	1	XXXXXXXXXXXX			F
District	275	School	1	XXXXXXXXXXXX	B		
District	276	School	1	XXXXXXXXXXXX	BTO		
District	276	School	2	XXXXXXXXXXXX	BTO		
District	277	School	1	XXXXXXXXXXXX			F
District	277	School	2	XXXXXXXXXXXX			F
District	277	School	3	XXXXXXXXXXXX	B		
District	277	School	4	XXXXXXXXXXXX	B		
District	277	School	5	XXXXXXXXXXXX			F
District	277	School	6	XXXXXXXXXXXX			F
District	277	School	7	XXXXXXXXXXXX	A		
District	278	School	1	XXXXXXXXXXXX			F
District	279	School	1	XXXXXXXXXXXX			F
District	279	School	2	XXXXXXXXXXXX			F
District	279	School	3	XXXXXXXXXXXX			F
District	280	School	1	XXXXXXXXXXXX			F
District	280	School	2	XXXXXXXXXXXX		C,E	
District	280	School	3	XXXXXXXXXXXX		C	
District	281	School	1	XXXXXXXXXXXX		C	
District	282	School	1	XXXXXXXXXXXX			F
District	283	School	1	XXXXXXXXXXXX			F
District	283	School	2	XXXXXXXXXXXX		E	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	284	School	1	XXXXXXXXXXXX	A		
District	284	School	2	XXXXXXXXXXXX	A		
District	284	School	3	XXXXXXXXXXXX			F
District	284	School	4	XXXXXXXXXXXX			F
District	284	School	5	XXXXXXXXXXXX	A,B		
District	284	School	6	XXXXXXXXXXXX			F
District	284	School	7	XXXXXXXXXXXX			F
District	284	School	8	XXXXXXXXXXXX	A,B		
District	284	School	9	XXXXXXXXXXXX			F
District	284	School	10	XXXXXXXXXXXX			F
District	284	School	11	XXXXXXXXXXXX			F
District	285	School	1	XXXXXXXXXXXX			F
District	285	School	2	XXXXXXXXXXXX			F
District	285	School	3	XXXXXXXXXXXX			F
District	285	School	4	XXXXXXXXXXXX			F
District	286	School	1	XXXXXXXXXXXX			F
District	287	School	1	XXXXXXXXXXXX			F
District	288	School	1	XXXXXXXXXXXX		E	
District	288	School	2	XXXXXXXXXXXX			F
District	289	School	1	XXXXXXXXXXXX			F
District	290	School	1	XXXXXXXXXXXX			F
District	290	School	2	XXXXXXXXXXXX			F
District	290	School	3	XXXXXXXXXXXX			F
District	290	School	4	XXXXXXXXXXXX			F
District	290	School	5	XXXXXXXXXXXX		C	
District	291	School	1	XXXXXXXXXXXX			F
District	291	School	2	XXXXXXXXXXXX			F
District	291	School	3	XXXXXXXXXXXX			F
District	291	School	4	XXXXXXXXXXXX			F
District	291	School	5	XXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Table 2: Reward, Priority, and Focus Schools

Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	291	School	6	XXXXXXXXXXXX			F
District	292	School	1	XXXXXXXXXXXX			F
District	293	School	1	XXXXXXXXXXXX			F
District	293	School	2	XXXXXXXXXXXX			F
District	293	School	3	XXXXXXXXXXXX			F
District	293	School	4	XXXXXXXXXXXX			F
District	293	School	5	XXXXXXXXXXXX			F
District	294	School	1	XXXXXXXXXXXX	B, BTO		
District	294	School	2	XXXXXXXXXXXX			F
District	295	School	1	XXXXXXXXXXXX		E	
District	296	School	1	XXXXXXXXXXXX			F
District	296	School	2	XXXXXXXXXXXX			F
District	297	School	1	XXXXXXXXXXXX	BTO		
District	298	School	1	XXXXXXXXXXXX		C	
District	298	School	2	XXXXXXXXXXXX		C	
District	298	School	3	XXXXXXXXXXXX		D	
District	299	School	1	XXXXXXXXXXXX			F
District	299	School	2	XXXXXXXXXXXX	B		
Total Number of Schools:					243	185	340
Title I Schools:					109	141	206

Total Number of Title I Schools in the State: 2006

Total Number of Title I Participating High Schools in the State with Graduation Rates Less than 60%: 5

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

Act No. 101
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Rep. Rogers

ENROLLED HOUSE BILL No. 4625

AN ACT to amend 1937 (Ex Sess) PA 4, entitled "An act relative to continuing tenure of office of certificated teachers in public educational institutions; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violation of the provisions of this act," by amending sections 1, 2, 3, and 3a of article II, sections 1 and 3 of article III, and section 4 of article IV (MCL 38.81, 38.82, 38.83, 38.83a, 38.91, 38.93, and 38.104), sections 1 and 2 of article II as amended and section 3a of article II and section 3 of article III as added by 1993 PA 59, section 1 of article III as amended by 1996 PA 282, and section 4 of article IV as amended by 1993 PA 60, and by adding sections 2a and 3b to article II; and to repeal acts and parts of acts.

The People of the State of Michigan enact:

ARTICLE II

Sec. 1. (1) Subject to subsections (2) and (3) and section 3b of this article, a teacher is in a probationary period during his or her first 5 full school years of employment.

(2) Subject to section 3b of this article, a teacher under contract but not on continuing tenure as of the effective date of the 2011 amendatory act that amended this subsection is in a probationary period during his or her first 4 full school years of employment.

(3) A teacher on continuing tenure as of the effective date of the 2011 amendatory act that amended this subsection continues to be on continuing tenure even if the teacher has not served for at least 5 full school years of employment.

Sec. 2. A teacher shall not be required to serve more than 1 probationary period in any 1 school district or institution.

Sec. 2a. A probationary teacher who is rated as effective or highly effective on his or her most recent annual year-end performance evaluation under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, is not subject to being displaced by a teacher on continuing tenure solely because the other teacher has continuing tenure.

Sec. 3. (1) Before the end of each school year, the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his or her work has been effective. Subject to subsection (2), a probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year that his or her services will be discontinued.

(2) A teacher who is in a probationary period may be dismissed from his or her employment by the controlling board at any time.

Sec. 3a. The controlling board of a probationary teacher's employing school district shall ensure that the teacher is provided with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and that the teacher is provided with at least an annual year-end performance evaluation each year during the teacher's probationary period. The annual year-end performance evaluation shall be based on classroom observations and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. The controlling board shall determine the format and number of the classroom observations in consultation with teachers and school administrators. A performance evaluation shall be conducted in accordance with section 1249 of the revised school code, 1976 PA 451, MCL 380.1249.

Sec. 3b. (1) Except as otherwise provided in subsection (2), a teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective or highly effective on his or her 3 most recent annual year-end performance evaluations under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, and has completed at least 5 full school years of employment in a probationary period.

(2) If a teacher has been rated as highly effective on 3 consecutive annual year-end performance evaluations under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.

ARTICLE III

Sec. 1. (1) After the satisfactory completion of the probationary period, a teacher is considered to be on continuing tenure under this act. A teacher on continuing tenure shall be employed continuously by the controlling board under which the probationary period has been completed and shall not be dismissed or demoted except as specified in this act. Continuing tenure is held only in accordance with this act.

(2) If a teacher employed in a program operated by a consortium of school districts was previously on continuing tenure in a school district that participates in the consortium, the teacher shall be considered to be on continuing tenure only in that school district.

(3) If a teacher employed in a program operated by a consortium of school districts was not previously on continuing tenure in a school district that participates in the consortium and satisfactorily completes the probationary period, the teacher shall be considered to be on continuing tenure only in the school district that is the fiscal agent for the consortium. However, if there is a written agreement between the teacher and another participating school district that provides that the teacher will have continuing tenure in that school district, the teacher shall be considered to be on continuing tenure only in that school district and shall not be considered to be on continuing tenure in the school district that is the fiscal agent for the consortium.

(4) If a teacher employed in a public school academy established under the revised school code, 1976 PA 451, MCL 380.1 to 380.1852, is on leave of absence from a school district and was on continuing tenure in the school district at the time he or she began the leave of absence, the teacher retains continuing tenure in that school district during the period he or she is employed in the public school academy.

(5) If a teacher satisfactorily completes the probationary period as an adult education teacher, the teacher shall be considered to be on continuing tenure in the school district only for adult education and shall not by virtue of completing the probationary period as an adult education teacher be considered to be on continuing tenure in the school district for elementary and secondary education.

(6) If a teacher satisfactorily completes the probationary period as an elementary or secondary education teacher, the teacher shall be considered to be on continuing tenure in the school district only for elementary and secondary education and shall not by virtue of completing the probationary period as an elementary or secondary education teacher be considered to be on continuing tenure in the school district for adult education.

(7) For a teacher employed in a capacity other than as a classroom teacher, including but not limited to, a superintendent, assistant superintendent, principal, department head or director of curriculum, under a contract of employment made with the teacher after the completion of the probationary period, a controlling board shall not provide in the contract of employment that the teacher will be considered to be granted continuing tenure in that other capacity by virtue of the contract of employment. Such a teacher shall be considered to have been granted continuing tenure only as an active classroom teacher in the school district. Upon the termination of such a contract of employment, if the controlling board does not reemploy the teacher under contract in the capacity covered by the contract, the teacher shall be continuously employed by the controlling board as an active classroom teacher. Failure of a controlling board to reemploy a teacher in any such capacity upon the termination of any such contract of employment described in this subsection shall not be considered to be a demotion under this act. The salary in the position to which the teacher is assigned shall be the same as if the teacher had been continuously employed as an active classroom teacher.

(8) Continuing tenure does not apply to an annual assignment of extra duty for extra pay.

Sec. 3. The controlling board of the school district employing a teacher on continuing tenure shall ensure that the teacher is provided with an annual year-end performance evaluation in accordance with section 1249 of the revised school code, 1976 PA 451, MCL 380.1249. If the teacher has received a rating of ineffective or minimally effective on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time period, not to exceed 180 days. The annual year-end performance evaluation shall be based on multiple classroom observations conducted during the period covered by the evaluation and shall include, in addition to the factors required under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. The controlling board shall determine the format and number of the classroom observations in consultation with teachers and school administrators.

ARTICLE IV

Sec. 4. (1) A teacher on continuing tenure may contest the controlling board's decision to proceed upon the charges against the teacher by filing a claim of appeal with the tenure commission and serving a copy of the claim of appeal on the controlling board not later than 20 days after receipt of the controlling board's decision. The controlling board shall file its answer with the tenure commission and serve a copy of the answer on the teacher not later than 10 days after service of the claim of appeal. If the teacher does not contest the controlling board's decision in the time and manner specified in this subsection, the discharge or demotion specified in the charges takes effect and the teacher shall be considered to have waived any right to contest the discharge or demotion under this act.

(2) An administrative law judge described in subsection (3) shall furnish to each party without undue delay a notice of hearing fixing the date and place of the hearing. The hearing date shall not be less than 10 days after the date the notice of hearing is furnished and shall not be more than 45 days after service of the controlling board's answer unless the tenure commission grants a delay for good cause shown by the teacher or controlling board.

(3) The hearing shall be conducted by an administrative law judge who is an attorney licensed to practice law in this state and is employed by the department of education. An administrative law judge who conducts hearings under this section shall not advise the tenure commission or otherwise participate in a tenure commission review of an administrative law judge's preliminary decision and order under this section.

(4) Except as otherwise provided in this section, the hearing shall be conducted in accordance with chapter 4 of the administrative procedures act of 1969, 1969 PA 306, MCL 24.271 to 24.287, and in accordance with rules promulgated by the tenure commission.

(5) The hearing and tenure commission review shall be conducted in accordance with the following:

(a) The hearing shall be public or private at the option of the teacher.

(b) The hearing shall be held at a convenient place in the county in which all or a portion of the school district is located or, if mutually agreed by the parties, at the tenure commission offices in Lansing. The administrative law judge's necessary travel expenses associated with conducting the hearing outside Lansing shall be borne equally by the tenure commission and the controlling board.

(c) Both the teacher and the controlling board may be represented by legal counsel.

(d) Testimony at the hearing shall be on oath or affirmation.

(e) A stenographer shall make a full record of the proceedings of the hearing. The cost of employing the stenographer and of providing the record shall be borne equally by the tenure commission and the controlling board.

(f) The administrative law judge may subpoena witnesses and documentary evidence on his or her own motion, and shall do so at the request of the controlling board or the teacher. If a person refuses to appear and testify in answer to a subpoena issued by the administrative law judge, the party on whose behalf the subpoena was issued may file a petition in the circuit court for the county in which the hearing is held for an order requiring compliance. Failure to obey such an order of the court may be punished by the court as contempt.

(g) The hearing shall be concluded not later than 75 days after the teacher's claim of appeal was filed with the tenure commission.

(h) The administrative law judge shall make the necessary orders to ensure that the case is submitted for decision not later than 50 days after the hearing is concluded.

(i) Not later than 60 days after submission of the case for decision, the administrative law judge shall serve a preliminary decision and order in writing upon each party or the party's attorney and the tenure commission. The preliminary decision and order shall grant, deny, or modify the discharge or demotion specified in the charges.

(j) Not later than 20 days after service of the preliminary decision and order, a party may file with the tenure commission a statement of exceptions to the preliminary decision and order or to any part of the record or proceedings, including, but not limited to, rulings on motions or objections, along with a written brief in support of the exceptions. The party shall serve a copy of the statement of exceptions and brief upon each of the other parties within the time

limit for filing the exceptions and brief. If there are no exceptions timely filed, the preliminary decision and order becomes the tenure commission's final decision and order.

(k) Not later than 10 days after being served with the other party's exceptions and brief, a party may file a statement of cross-exceptions responding to the other party's exceptions or a statement in support of the preliminary decision and order with the tenure commission, along with a written brief in support of the cross-exceptions or of the preliminary decision and order. The party shall serve a copy of the statement of cross-exceptions or of the statement in support of the preliminary decision and order and a copy of the brief on each of the other parties.

(*l*) A matter that is not included in a statement of exceptions filed under subdivision (j) or in a statement of cross-exceptions filed under subdivision (k) is considered waived and cannot be heard before the tenure commission or on appeal to the court of appeals.

(m) If exceptions are filed, the tenure commission, after review of the record and the exceptions, may adopt, modify, or reverse the preliminary decision and order. The tenure commission shall not hear any additional evidence and its review shall be limited to consideration of the issues raised in the exceptions based solely on the evidence contained in the record from the hearing. The tenure commission shall issue its final decision and order not later than 60 days after the exceptions are filed.

(6) After giving the party notice and an opportunity to comply, the administrative law judge or the tenure commission may dismiss an appeal or deny a discharge or demotion for a party's lack of progress or for a party's repeated failure to comply with the procedures specified in this section or the tenure commission's rules.

(7) A party aggrieved by a final decision and order of the tenure commission may appeal the decision and order to the court of appeals in accordance with the Michigan court rules within 20 days after the date of the decision and order.

Enacting section 1. Section 5 of article IV of 1937 (Ex Sess) PA 4, MCL 38.105, is repealed.

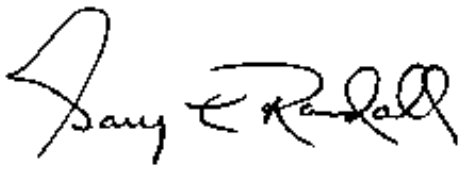
Enacting section 2. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4626.

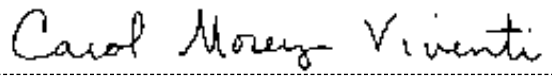
(b) House Bill No. 4627.

(c) House Bill No. 4628.

This act is ordered to take immediate effect.



Clerk of the House of Representatives



Secretary of the Senate

Approved .....

.....

Governor

Act No. 100
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Rep. Scott

ENROLLED HOUSE BILL No. 4626

AN ACT to amend 1937 (Ex Sess) PA 4, entitled "An act relative to continuing tenure of office of certificated teachers in public educational institutions; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violation of the provisions of this act," by amending section 4 of article I, sections 1 and 3 of article IV, and section 2 of article V (MCL 38.74, 38.101, 38.103, and 38.112), section 4 of article I and section 3 of article IV as amended by 2005 PA 124 and section 1 of article IV as amended by 2005 PA 136.

The People of the State of Michigan enact:

ARTICLE I

Sec. 4. The word "demote" means to suspend without pay for 15 or more consecutive days or reduce compensation for a particular school year by more than an amount equivalent to 30 days' compensation or to transfer to a position carrying a lower salary. However, demote does not include discontinuance of salary pursuant to section 3 of article IV, the discontinuance or reduction of performance-based compensation paid pursuant to section 1250 of the revised school code, 1976 PA 451, MCL 380.1250, or a reduction in personnel, including, but not limited to, a reduction in workweeks or workdays.

ARTICLE IV

Sec. 1. (1) Except as otherwise provided in section 1a of this article, discharge or demotion of a teacher on continuing tenure may be made only for a reason that is not arbitrary or capricious and only as provided in this act.

(2) This act does not prevent any controlling board from establishing a reasonable policy for retirement to apply equally to all teachers who are eligible for retirement under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, or, having established a reasonable retirement age policy, from temporarily continuing on a year-to-year basis on criteria equally applied to all teachers the contract of any teacher whom the controlling board might wish to retain beyond the established retirement age for the benefit of the school system.

Sec. 3. (1) On the filing of charges in accordance with this article, the controlling board may suspend the accused teacher from active performance of duty until 1 of the following occurs:

(a) The teacher fails to contest the decision to proceed upon the charges within the time period specified in section 4(1) of this article.

(b) A preliminary decision and order discharging or demoting the teacher is issued by the administrative law judge under section 4(5)(i) of this article.

(c) If the preliminary decision and order is to reinstate the teacher, a final decision and order is rendered by the tenure commission under section 4(5)(m) of this article.

(2) Except as otherwise provided in subsections (3) and (4), if a teacher is suspended under subsection (1), the teacher's salary shall continue during the suspension.

(3) If criminal charges have been filed against a teacher, a controlling board may place the teacher's salary in an escrow account during a suspension under subsection (1). Before placing the teacher's salary in an escrow account as described in this subsection, the controlling board shall provide to the teacher notice of the charges, an explanation of the employer's evidence, and an opportunity for the teacher to respond, either in writing or in person. Health or life insurance benefits, or both, may be continued during the suspension at the option of the controlling board. If the administrative law judge issues a preliminary decision and order under section 4(5)(i) of this article to reinstate the teacher or for payment for salary lost by the teacher during the suspension, the controlling board shall release the money in the escrow account to the teacher to the extent necessary to effectuate the order. If the teacher fails to timely contest the decision to proceed upon the charges or if the administrative law judge issues a preliminary decision and order under section 4(5)(i) of this article discharging or demoting the teacher, the controlling board is entitled to the money in the escrow account.

(4) If a teacher who is suspended under subsection (1) is convicted of a felony that is not a listed offense or of a misdemeanor that is a listed offense, the controlling board may discontinue the teacher's salary effective upon the date of the conviction. If the teacher is convicted of a felony that is a listed offense, the controlling board shall discontinue the teacher's salary effective upon the date of conviction. As used in this subsection, "listed offense" means that term as defined in section 2 of the sex offenders registration act, 1994 PA 295, MCL 28.722.

(5) If a preliminary decision and order discharging a teacher is issued by the administrative law judge and the tenure commission subsequently reverses the preliminary decision and order of the administrative law judge, the tenure commission may order back pay.

ARTICLE V

Sec. 2. (1) Any controlling board upon written request of a teacher may grant leave of absence for a period not to exceed 1 year, subject to renewal at the will of the board. Additionally, a controlling board may grant a leave of absence because of physical or mental disability without receiving a written request from a teacher for a period not to exceed 1 year, subject to renewal at the will of the controlling board. A teacher who is placed on an unrequested leave of absence has the right to a hearing on the unrequested leave of absence in accordance with the provisions for a hearing in section 4 of article IV. A leave of absence does not serve to terminate continuing tenure previously acquired under this act.

(2) As a condition to reinstating the teacher at the expiration of the leave of absence, a controlling board may require a teacher who is on an unrequested leave of absence due to physical or mental disability to furnish verification acceptable to the controlling board of the teacher's ability to perform his or her essential job functions.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4625.

(b) House Bill No. 4627.

(c) House Bill No. 4628.

This act is ordered to take immediate effect.

Clerk of the House of Representatives

Secretary of the Senate

Approved .....

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Governor

Act No. 102
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Rep. O'Brien

ENROLLED HOUSE BILL No. 4627

AN ACT to amend 1976 PA 451, entitled "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts," by amending section 1249 (MCL 380.1249), as amended by 2010 PA 336, and by adding sections 1248 and 1249a.

The People of the State of Michigan enact:

Sec. 1248. (1) For teachers, as defined in section 1 of article I of 1937 (Ex Sess) PA 4, MCL 38.71, all of the following apply to policies regarding personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position by a school district or intermediate school district:

(a) Subject to subdivision (c), the board of a school district or intermediate school district shall not adopt, implement, maintain, or comply with a policy that provides that length of service or tenure status is the primary or determining factor in personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position.

(b) Subject to subdivision (c), the board of a school district or intermediate school district shall ensure that the school district or intermediate school district adopts, implements, maintains, and complies with a policy that provides that all personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other

personnel determination resulting in the elimination of a position, are based on retaining effective teachers. The policy shall ensure that a teacher who has been rated as ineffective under the performance evaluation system under section 1249 is not given any preference that would result in that teacher being retained over a teacher who is evaluated as minimally effective, effective, or highly effective under the performance evaluation system under section 1249. Effectiveness shall be measured by the performance evaluation system under section 1249, and the personnel decisions shall be made based on the following factors:

(*i*) Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:

(A) Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.

(B) The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

(C) The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.

(D) The teacher's attendance and disciplinary record, if any.

(*ii*) Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

(*iii*) Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

(c) Except as otherwise provided in this subdivision, length of service or tenure status shall not be a factor in a personnel decision described in subdivision (a) or (b). However, if that personnel decision involves 2 or more employees and all other factors distinguishing those employees from each other are equal, then length of service or tenure status may be considered as a tiebreaker.

(2) If a collective bargaining agreement is in effect for employees of a school district or intermediate school district as of the effective date of this section and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district or intermediate school district until after the expiration of that collective bargaining agreement.

(3) If a teacher brings an action against a school district or intermediate school district based on this section, the teacher's sole and exclusive remedy shall be an order of reinstatement commencing 30 days after a decision by a court of competent jurisdiction. The remedy in an action brought by a teacher based on this section shall not include lost wages, lost benefits, or any other economic damages.

Sec. 1249. (1) Not later than September 1, 2011, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

(a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.

(b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.

(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally effective, and ineffective, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system within 60 days after the effective date of the amendatory act that added this sentence to ensure that it rates teachers as highly effective, effective, minimally effective, or ineffective.

(d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

(*i*) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.

(*ii*) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.

(*iii*) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

(*iv*) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(2) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(*i*) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5).

(*ii*) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

(*iii*) The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. For a teacher described in subdivision (b), the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.

(b) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

(*i*) The midyear progress report shall be based at least in part on student achievement.

(*ii*) The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a)(*iii*).

(*iii*) The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

(*iv*) The midyear progress report shall not take the place of an annual year-end evaluation.

(c) The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:

(*i*) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).

(*ii*) A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.

(*iii*) A classroom observation does not have to be for an entire class period.

(*iv*) Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.

(d) For the purposes of conducting annual year-end evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for teachers that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for teachers that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct annual year-end evaluations for teachers using that local evaluation tool.

(e) The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective, based on his or her score on the annual year-end evaluation described in this subsection.

(f) As part of the performance evaluation system, and in addition to the requirements of section 1526, a school district, intermediate school district, or public school academy is encouraged to assign a mentor or coach to each teacher who is described in subdivision (b).

(g) The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.

(h) The performance evaluation system shall provide that, if a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the teacher from his or her employment. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.

(i) The performance evaluation system shall provide that, if a teacher is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.

(j) The performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

(3) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for building-level school administrators and for central office-level school administrators who are regularly involved in instructional matters meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all school administrators described in this subsection by the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable, except that a superintendent or chief administrator shall be evaluated by the board or board of directors.

(b) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. The student growth and assessment data to be used for the school administrator annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district.

(c) The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district:

(*i*) If the school administrator conducts teacher performance evaluations, the school administrator's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of his or her teacher performance evaluations to assess the quality of the school administrator's input in the teacher performance evaluation system. If the school administrator designates another person to conduct teacher performance evaluations,

the evaluation of the school administrator on this factor shall be based on the designee's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of the designee's teacher performance evaluations to assess the quality of the designee's input in the teacher performance evaluation system, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.

(*ii*) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.

(*iii*) Pupil attendance in the school or school district.

(*iv*) Student, parent, and teacher feedback, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.

(d) For the purposes of conducting performance evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for school administrators described in this subsection that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for school administrators described in this subsection that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct performance evaluations for school administrators using that local evaluation tool.

(e) The performance evaluation system shall assign an effectiveness rating to each school administrator described in this subsection of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool described in subdivision (d).

(f) The performance evaluation system shall ensure that if a school administrator described in this subsection is rated as minimally effective or ineffective, the person or persons conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the school administrator on his or her next annual year-end evaluation.

(g) The performance evaluation system shall provide that, if a school administrator described in this subsection is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the school administrator from his or her employment. However, this subdivision applies only if the 3 consecutive annual year-end evaluations are conducted using the same evaluation tool and under the same performance evaluation system. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective school administrator from his or her employment regardless of whether the school administrator is rated as ineffective on 3 consecutive annual year-end evaluations.

(h) The performance evaluation system shall provide that, if a school administrator is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a school administrator is not rated as highly effective on 1 of these biennial year-end evaluations, the school administrator shall again be provided with annual year-end evaluations.

(4) The governor's council on educator effectiveness is created as a temporary commission described in section 4 of article V of the state constitution of 1963. All of the following apply to the governor's council on educator effectiveness:

(a) The governor's council on educator effectiveness shall consist of the following 5 voting members:

(*i*) The governor shall appoint 3 members.

(*ii*) The senate majority leader shall appoint 1 member.

(*iii*) The speaker of the house of representatives shall appoint 1 member.

(b) In addition to the members appointed under subdivision (a), the superintendent of public instruction or his or her designee shall serve as a nonvoting member.

(c) The members appointed under subdivision (a), and the designee of the superintendent of public instruction if he or she appoints a designee, shall have expertise in 1 or more of the following areas: psychometrics, measurement, performance-based educator evaluation models, educator effectiveness, or development of educator evaluation frameworks in other states.

(d) Not later than October 31, 2011, the governor's council on educator effectiveness shall contract with 1 or more additional experts in the areas described in subdivision (c) as the council considers necessary.

(e) The governor shall appoint an advisory committee for the governor's council on educator effectiveness to provide input on the council's recommendations. The advisory committee shall consist of public school teachers, public school administrators, and parents of public school pupils.

(f) The governor's office shall provide staffing and support for the governor's council on educator effectiveness.

(5) Not later than April 30, 2012, the governor's council on educator effectiveness shall submit to the state board, the governor, and the legislature a report that identifies and recommends all of the following for the purposes of this section and that includes recommendations on evaluation processes and other matters related to the purposes of this section:

(a) A student growth and assessment tool. The student growth and assessment tool shall meet all of the following:

(*i*) Is a value-added model that takes into account student achievement and assessment data, and is based on an assessment tool that has been determined to be reliable and valid for the purposes of measuring value-added data.

(*ii*) In addition to measuring student growth in the core subject areas of mathematics, science, English language arts, and social science, will measure student growth in other subject areas.

(*iii*) Complies with all current state and federal law for students with a disability.

(*iv*) Has at least a pre- and post-test.

(*v*) Is able to be used for pupils of all achievement levels.

(b) A state evaluation tool for teachers. All of the following apply to this recommendation:

(*i*) In addition to the student growth and assessment tool, the recommended state evaluation tool for teachers may include, but is not limited to, instructional leadership abilities, teacher and pupil attendance, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

(*ii*) The council shall ensure that the recommended state evaluation tool for teachers will allow all special education teachers to be rated.

(*iii*) The council shall seek input from school districts, intermediate school districts, and public school academies that have already developed and implemented successful, effective performance evaluation systems.

(c) A state evaluation tool for school administrators described in subsection (3). In addition to the student growth and assessment tool, the recommended state evaluation tool for these school administrators may include, but is not limited to, teacher and pupil attendance, graduation rates, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

(d) For the purposes of the recommended state evaluation tools for teachers and school administrators under subdivisions (b) and (c), recommended parameters for the effectiveness rating categories for teachers under subsection (2)(e) and for school administrators under subsection (3)(e).

(e) Recommended changes to be made in the requirements for a professional education teaching certificate that will ensure that a teacher is not required to complete additional postsecondary credit hours beyond the credit hours required for a provisional teaching certificate.

(f) A process for evaluating and approving local evaluation tools for teachers under subsection (2)(d) and school administrators under subsection (3)(d).

(6) It is the intent of the legislature to review the report submitted by the governor's council on educator effectiveness under subsection (5) and to enact appropriate legislation to put into place a statewide performance evaluation system taking into consideration the recommendations contained in the report.

(7) If all of the following apply for a public school operated by a school district, intermediate school district, or public school academy, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:

(a) As of the effective date of this subsection, the school district, intermediate school district, or public school academy has already implemented and is currently using a performance evaluation system for that public school that meets all of the following requirements:

(*i*) Under the system, the most significant portion of a teacher's or school administrator's evaluation is based on student growth and assessment data, which may include value-added measures.

(*ii*) The system uses research-based measures to determine student growth, which may be measured by standards-based, nationally normed assessments.

(*iii*) The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the school year.

(*iv*) Under the system, teacher effectiveness and ratings, as measured by student achievement and growth data, are factored into teacher retention, promotion, and termination decisions.

(*v*) Under the system, teacher and school administrator performance evaluation results are used to inform teacher professional development for the succeeding year.

(*vi*) The system ensures that teachers and school administrators are evaluated at least annually.

(b) The school district, intermediate school district, or public school academy notifies the governor's council on educator effectiveness by November 1, 2011 that it is exempt under this subsection from the requirements of subsections (2) and (3).

(c) The school district, intermediate school district, or public school academy posts a description of its evaluation system on its website.

(8) If, after the effective date of this subsection, a school district, intermediate school district, or public school academy begins operating a new public school, or implements a new performance evaluation system for a public school it operates, and all of the following apply, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:

(a) The performance evaluation system adopted and implemented for that public school replicates and is identical to the performance evaluation system of a public school that is exempt under subsection (7).

(b) The school district, intermediate school district, or public school academy posts a description of the performance evaluation system on its website.

(9) If a collective bargaining agreement is in effect for teachers or school administrators of a school district, public school academy, or intermediate school district as of the effective date of the 2011 amendatory act that amended this subsection, and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district, public school academy, or intermediate school district until after the expiration of that collective bargaining agreement.

(10) A school district, intermediate school district, or public school academy shall continue to conduct the evaluations for school principals that are currently required by the department through the 2010-2011 school year. At the end of the 2010-2011 school year, a school district, intermediate school district, or public school academy shall report the most recently completed or determined "effectiveness label" from that evaluation for each principal who is in place for 2010-2011, in a form and manner prescribed by the department.

Sec. 1249a. Beginning in 2015-2016, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the board of the school district or intermediate school district or board of directors of the public school academy in which the pupil is enrolled shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations. The notification shall be in writing, shall be delivered to the parent or legal guardian not later than July 15 immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4625.

(b) House Bill No. 4626.

(c) House Bill No. 4628.

This act is ordered to take immediate effect.

Clerk of the House of Representatives

Secretary of the Senate

Approved .....

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Governor

Act No. 103
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Reps. Yonker and Haveman

ENROLLED HOUSE BILL No. 4628

AN ACT to amend 1947 PA 336, entitled "An act to prohibit strikes by certain public employees; to provide review from disciplinary action with respect thereto; to provide for the mediation of grievances and the holding of elections; to declare and protect the rights and privileges of public employees; to require certain provisions in collective bargaining agreements; and to prescribe means of enforcement and penalties for the violation of the provisions of this act," by amending section 15 (MCL 423.215), as amended by 2011 PA 25.

The People of the State of Michigan enact:

Sec. 15. (1) A public employer shall bargain collectively with the representatives of its employees as described in section 11 and may make and enter into collective bargaining agreements with those representatives. Except as otherwise provided in this section, for the purposes of this section, to bargain collectively is to perform the mutual obligation of the employer and the representative of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or to negotiate an agreement, or any question arising under the agreement, and to execute a written contract, ordinance, or resolution incorporating any agreement reached if requested by either party, but this obligation does not compel either party to agree to a proposal or make a concession.

(2) A public school employer has the responsibility, authority, and right to manage and direct on behalf of the public the operations and activities of the public schools under its control.

(3) Collective bargaining between a public school employer and a bargaining representative of its employees shall not include any of the following subjects:

(a) Who is or will be the policyholder of an employee group insurance benefit. This subdivision does not affect the duty to bargain with respect to types and levels of benefits and coverages for employee group insurance. A change or proposed change in a type or to a level of benefit, policy specification, or coverage for employee group insurance shall be bargained by the public school employer and the bargaining representative before the change may take effect.

(b) Establishment of the starting day for the school year and of the amount of pupil contact time required to receive full state school aid under section 1284 of the revised school code, 1976 PA 451, MCL 380.1284, and under section 101 of the state school aid act of 1979, 1979 PA 94, MCL 388.1701.

(c) The composition of school improvement committees established under section 1277 of the revised school code, 1976 PA 451, MCL 380.1277.

(d) The decision of whether or not to provide or allow interdistrict or intradistrict open enrollment opportunity in a school district or of which grade levels or schools in which to allow such an open enrollment opportunity.

(e) The decision of whether or not to act as an authorizing body to grant a contract to organize and operate 1 or more public school academies under the revised school code, 1976 PA 451, MCL 380.1 to 380.1852.

(f) The decision of whether or not to contract with a third party for 1 or more noninstructional support services; or the procedures for obtaining the contract for noninstructional support services other than bidding described in this subdivision; or the identity of the third party; or the impact of the contract for noninstructional support services on individual employees or the bargaining unit. However, this subdivision applies only if the bargaining unit that is providing the noninstructional support services is given an opportunity to bid on the contract for the noninstructional support services on an equal basis as other bidders.

(g) The use of volunteers in providing services at its schools.

(h) Decisions concerning use of experimental or pilot programs and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology, or the impact of these decisions on individual employees or the bargaining unit.

(i) Any compensation or additional work assignment intended to reimburse an employee for or allow an employee to recover any monetary penalty imposed under this act.

(j) Any decision made by the public school employer regarding the placement of teachers, or the impact of that decision on an individual employee or the bargaining unit.

(k) Decisions about the development, content, standards, procedures, adoption, and implementation of the public school employer's policies regarding personnel decisions when conducting a reduction in force or any other personnel determination resulting in the elimination of a position or a recall from a reduction in force or any other personnel determination resulting in the elimination of a position or in hiring after a reduction in force or any other personnel determination resulting in the elimination of a position, as provided under section 1248 of the revised school code, 1976 PA 451, MCL 380.1248, any decision made by the public school employer pursuant to those policies, or the impact of those decisions on an individual employee or the bargaining unit.

(*l*) Decisions about the development, content, standards, procedures, adoption, and implementation of a public school employer's performance evaluation system adopted under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, or under 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191, decisions concerning the content of a performance evaluation of an employee under those provisions of law, or the impact of those decisions on an individual employee or the bargaining unit.

(m) For public employees whose employment is regulated by 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191, decisions about the development, content, standards, procedures, adoption, and implementation of a policy regarding discharge or discipline of an employee, decisions concerning the discharge or discipline of an individual employee, or the impact of those decisions on an individual employee or the bargaining unit. For public employees whose employment is regulated by 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191, a public school employer shall not adopt, implement, or maintain a policy for discharge or discipline of an employee that includes a standard for discharge or discipline that is different than the arbitrary and capricious standard provided under section 1 of article IV of 1937 (Ex Sess) PA 4, MCL 38.101.

(n) Decisions about the format, timing, or number of classroom observations conducted for the purposes of section 3a of article II of 1937 (Ex Sess) PA 4, MCL 38.83a, decisions concerning the classroom observation of an individual employee, or the impact of those decisions on an individual employee or the bargaining unit.

(o) Decisions about the development, content, standards, procedures, adoption, and implementation of the method of compensation required under section 1250 of the revised school code, 1976 PA 451, MCL 380.1250, decisions about how an employee performance evaluation is used to determine performance-based compensation under section 1250 of the revised school code, 1976 PA 451, MCL 380.1250, decisions concerning the performance-based compensation of an individual employee, or the impact of those decisions on an individual employee or the bargaining unit.

(p) Decisions about the development, format, content, and procedures of the notification to parents and legal guardians required under section 1249a of the revised school code, 1976 PA 451, MCL 380.1249a.

(4) Except as otherwise provided in subsection (3)(f), the matters described in subsection (3) are prohibited subjects of bargaining between a public school employer and a bargaining representative of its employees, and, for the purposes of this act, are within the sole authority of the public school employer to decide.

(5) If a public school is placed in the state school reform/redesign school district or is placed under a chief executive officer under section 1280c of the revised school code, 1976 PA 451, MCL 380.1280c, then, for the purposes of collective bargaining under this act, the state school reform/redesign officer or the chief executive officer, as applicable, is the public school employer of the public school employees of that public school for as long as the public school is part of the state school reform/redesign school district or operated by the chief executive officer.

(6) A public school employer's collective bargaining duty under this act and a collective bargaining agreement entered into by a public school employer under this act are subject to all of the following:

(a) Any effect on collective bargaining and any modification of a collective bargaining agreement occurring under section 1280c of the revised school code, 1976 PA 451, MCL 380.1280c.

(b) For a public school in which the superintendent of public instruction implements 1 of the 4 school intervention models described in section 1280c of the revised school code, 1976 PA 451, MCL 380.1280c, if the school intervention

model that is implemented affects collective bargaining or requires modification of a collective bargaining agreement, any effect on collective bargaining and any modification of a collective bargaining agreement under that school intervention model.

(7) Each collective bargaining agreement entered into between a public employer and public employees under this act after March 16, 2011 shall include a provision that allows an emergency manager appointed under the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531, to reject, modify, or terminate the collective bargaining agreement as provided in the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531. Provisions required by this subsection are prohibited subjects of bargaining under this act.

(8) Collective bargaining agreements under this act may be rejected, modified, or terminated pursuant to the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531. This act does not confer a right to bargain that would infringe on the exercise of powers under the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531.

(9) A unit of local government that enters into a consent agreement under the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531, is not subject to subsection (1) for the term of the consent agreement, as provided in the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531.

(10) If the charter of a city, village, or township with a population of 500,000 or more specifies the selection of a retirant member of the municipality's fire department, police department, or fire and police department pension or retirement board, the method of selection of that member is a prohibited subject of bargaining.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4625.

(b) House Bill No. 4626.

(c) House Bill No. 4627.

This act is ordered to take immediate effect.

Clerk of the House of Representatives

Secretary of the Senate

Approved .....

.....

Governor

April 2012

Interim Progress Report

MCEE Michigan Council for Educator Effectiveness

MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS
INTERIM PROGRESS REPORT

APRIL 27, 2012

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MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS
INTERIM PROGRESS REPORT

APRIL 27, 2012

Background

The Michigan Council for Educator Effectiveness (MCEE)[1] was established in June of 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). Council members were appointed in September, and the legislature appropriated funding in mid-December of 2011. The MCEE is a temporary commission with a life of no more than two years.

The council has five voting members, three of whom were appointed by Governor Rick Snyder, and one each by Senate Majority Leader Randy Richardville and Speaker of the House Jase Bolger. Governor Snyder appointed Deborah Loewenberg Ball, dean of the University of Michigan School of Education, as chair of the MCEE. In addition to Ball, the governor appointed Mark Reckase from Michigan State University's College of Education and Nick Sheltrown from National Heritage Academics in Grand Rapids. Majority Leader Richardville appointed David Vensel, a principal from Jefferson High School in Monroe, and Speaker Bolger appointed Jennifer Hammond, a principal from Grand Blanc High School. Joseph Martineau serves on the MCEE without vote and is the designee of the Michigan Department of Education's superintendent of public instruction. (See Appendix A for a full biography of each council member.)

Charge and Vision

The MCEE is charged by law with an ambitious agenda, one that has tremendous significance for the educational opportunities and outcomes of our state's children. The MCEE will submit to the State Board of Education, the Governor, and the state legislature a report that identifies and recommends all of the following:

- A student growth and assessment tool.
- A state evaluation tool for teachers.
- A state evaluation tool for school administrators.
- Changes to the requirements for a professional teaching certificate.
- A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

The following common vision grounds the efforts of the MCEE:

> ***The Michigan Council for Educator Effectiveness will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goal of this system is to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.***

[1] MCEE was formerly called the Governor's Council on Educator Effectiveness. On March 27, 2012, Executive Order No. 2012–3 was signed by Governor Snyder. It moved the GCEE out of the Governor's Office and into the Michigan Department of Technology, Management, and Budget (DTMB). It also changed the name of the council to the Michigan Council for Educator Effectiveness.

The Process

The Michigan Council for Educator Effectiveness convened for the first time in December 2011. Since then, the MCEE has met 16 times, averaging one three-hour meeting per week. Most meetings have taken place at the University of Michigan's School of Education in Ann Arbor, though the council has also held meetings in Detroit, Lansing, and Grand Rapids. Four meetings were open to the public, offering a variety of stakeholders the opportunity to observe the council's work and voice comments and suggestions. (Appendix B summarizes each meeting's presentations and discussions.)

Collaboration has been central to the MCEE's progress. Council members, as well as two ongoing expert consultants, divided into two groups focused on two immediate priorities: observation protocols for teachers and student growth and assessment tools. These technical groups work to make progress outside of the formal MCEE meetings, but all council members and consultants collaborate during formal meetings to discuss findings, ideas, and questions, and all deliberations and decisions are collective.

In addition to the work of its six members, the MCEE has benefitted from the input of expert consultants, all of whom are national leaders in areas crucial to the council's work. These experienced scholars and practitioners have provided valuable insight into education policies, reforms, and initiatives that are taking place in Michigan and in other states. Since their first meeting, council members have consulted with more than 30 experts from 10 states (see Appendices C and D). They have also referred to research and reports from a wide range of organizations and commissions around the country that have already worked extensively to understand educator evaluation and to implement evaluation systems (see Appendix E). Research and consultants have provided the MCEE with a wealth of knowledge regarding observation tools, student growth models, pilots, and both the successes and concerns of other states throughout similar processes.

Because observation of teaching is so central to the evaluation system that the council is charged to recommend, the MCEE has focused its work over the last three months on learning about the efficacy, feasibility, cost, and other aspects of implementing a variety of observation tools. Council members have consulted with other states, spoken with representatives from observation tool organizations, and discussed each framework's strengths and weaknesses. The council has made significant progress on this portion of the charge. Similarly, because student growth is also to be a key component, the MCEE has been actively investigating alternative approaches to measuring growth, and learning about various challenges and ways to address them. This interim progress report provides a summary of what has been learned in both of these crucial areas.

The Advisory Committee

PA 102 of 2011 also established the Advisory Committee to the Michigan Council for Educator Effectiveness, which consists of Governor-appointed teachers, district leaders, and members of interest groups (see Appendix F for a full list of members). This committee has responded to questions submitted by the council, and has provided input on the observation and student growth components of the council's charge. To read the Advisory Committee's ideas and feedback, please refer to Appendices G and H.

Teacher Evaluation: Observation Tool

Overview

Regular observations of educators are an essential component of building learning organizations. The MCEE is committed to institutionalizing teacher observations as part of Michigan's educator evaluation system in a rigorous, professionally responsible, and legally defensible way. Because so many states have recently created such systems, the council gathered information from across the country about the components of such systems, the tools available, the measurement challenges associated with educator observations, the processes and resources needed to guarantee rigorous use of these measures, and the lessons that other states have learned along the way.

Design Principles for an Educator Evaluation System

It is essential that Michigan have a clear set of design principles for the development of its educator evaluation system:

- Expectations should be clear and rigorous.
- The system should involve multiple measures.
- The system should enhance performance.
- The system should be committed to and structured to support ongoing educator learning and development.

Criteria for Selecting Observation Processes and Tools

With these design principles in mind, the MCEE recommends five criteria for the selection and review of observation instruments and related materials to be used by Michigan school districts:

- *The instruments should be aligned with relevant state and national standards for educators.*

  In Michigan, there are three relevant frameworks that need to be aligned with the educator evaluation system: the Teaching for Learning Framework (Appendix I), the School Improvement Program framework (Appendix J), and the Professional Standards for Michigan Teachers (see Appendix K). In addition, as new policies and reforms are embraced by the state, (e.g., the Common Core State Standards), educator evaluation systems must be aligned to support teachers who are adjusting curriculum and instruction to these new mandates. There are also myriad standards for teaching issued by professional organizations (e.g., the National Council for Teachers of Mathematics, the National Council for Social Studies, etc.) that are relevant.

- *The instruments should be used both for describing practice and supporting ongoing educator learning/development.*

  Although one goal of the educator evaluation system is to identify weak or underperforming teachers, the power of the system will lie in its potential to improve continually the capacity of Michigan's educator workforce. Thus the system should be designed to support teacher and principal learning over time.

- *The instruments should be accompanied by a rigorous and ongoing training program for evaluators.*

  The documentation of teaching is only as good as the observer. Observers need to be trained to observe carefully, attend rigorously to the key elements of instruction, to be thorough and accurate in their note taking and assessments, and responsible in the conclusions they draw from their observations. This takes training, and every commercially available observation protocol includes substantial training. Several require annual retraining as well.

- *Independent research on the reliability and the validity of the instruments should be available.*

  Although locally developed measures or adaptations of widely used measures might be appealing to many educators, an educator evaluation system involves high-stakes decisions about employment and credentialing. Over time, therefore, it is essential that any locally developed observation instrument be rigorously examined for its reliability and validity. It is also essential to monitor fidelity of districts' use of any common state-wide protocol. Although any tool recommended as the common tool for the state will already be supported by evidence of validity, it will nevertheless depend on proper local implementation to be reliable and fair.

- *The demands of the process should be feasible (in terms of personnel, time, and financial cost).*

  Institutionalizing educator evaluation for every teacher in every school multiple times across the year will require major changes in the work of the school principal. Rigorous observation systems require pre- and post-conferences with teachers, extended and brief observations, time to review and analyze the observational data (along with additional material), and time to conference with every teacher. Efforts to short circuit and truncate these components will compromise the quality and defensibility of the evaluation system. Thus concerns for adopting a system that is feasible in terms of time, personnel, money, and other human and material resources are critical.

Observation/Evaluation Systems

Many observation and evaluation systems are currently available. Some have been developed by researchers, others by professional developers, others by educators committed to providing sound support for early career teachers. Several states—Rhode Island, North Carolina, and Colorado, for example—have developed their own protocols (often adapting aspects of other widely used observation tools). Most of these materials are not accompanied by credible research on their reliability and validity. In addition to hearing from several Michigan school principals about their observation systems, the MCEE carefully examined the following tools:

- The Marzano Observation Protocol (Marzano Research Laboratory)
- The Thoughtful Classroom (Silver Strong & Associates)
- The Five Dimensions of Teaching and Learning (The University of Washington, Center for Educational Leadership)
- Charlotte Danielson's Framework for Teaching Proficiency Test Instrument (Outcomes Associates, Inc.)
- The Classroom Assessment Scoring System (CLASS, Teachstone, Inc.)
- The TAP Rubric (National Institute for Excellence in Teaching)

All of the existing protocols are potentially aligned with Michigan standards for teachers, although they differ substantially in level of detail and relevance to all grade levels and subject areas:

Observation Instrument	Major dimensions	Aligned	Training	Independent research on reliability/ validity	Observation or observation plus other materials
Marzano	Establish and communicate learning goals Help students effectively interact with new knowledge Help students practice and deepen their understanding Help students generate and test hypotheses Engage students Establish and maintain classroom rules Recognize and acknowledge adherence to rules Establish and maintain effective relationships Communicate high expectations for all students Develop effective lessons 41 subdimensions (short form)	✔	✔		Obs+

Observation Instrument	Major dimensions	Aligned	Training	Independent research on reliability/ validity	Observation or observation plus other materials
Thoughtful Classroom	Organization, rules, and procedures Preparing students for learning Presenting new learning Deepening learning Applying learning Positive relationships A culture of thinking and learning Helping students reflect on learning Engagement and enjoyment 75 subdimensions	✔	✔		Obs+
Five Dimensions	Purpose Student engagement Curriculum and pedagogy Assessment of student learning Classroom culture 13 subdimensions	✔	✔		Obs
Framework for Teaching	Planning and preparation Creating a respectful environment Instruction Professional responsibilities 22 subdimensions	✔	✔	✔	Obs+
Classroom Assessment Scoring System (Declined to release entire rubric)	Emotional support Classroom organization Instructional support Number of subdimensions unknown	✔	✔	✔	Obs
TAP	Designing and planning instruction Instruction Professional responsibilities Learning environment	✔	✔		Obs+

Some of the observation protocols focus exclusively on what observers might see in a classroom; others include professional responsibilities such as collaborating with other teachers, working well with parents, planning and reflecting on lessons. Very few of them have been the subject of independent research; only the Danielson Framework for Teaching and the Classroom Assessment Scoring System have substantial research in terms of instrument validity and reliability.

Lessons Learned

Several important issues were emphasized by all of the state commissioners whom we interviewed and all of the observation system vendors. We summarize the main items here:

- *Pilot phase*: A system of educator evaluation will only work to improve student learning if there is extensive buy in, understanding, and local learning. Every state commission recommended a pilot testing year, during which proposed tools and approaches can be tried out and their feasibility and fairness analyzed. Such pilot testing enables appropriate adaptations to be developed, as

well as more communication and buy in. Pilot testing is also essential for assessing the feasibility of the processes proposed.

- *Phasing in*: Educators and evaluators cannot use a system with fidelity if they do not understand it. Each observation system involves considerable mastery of tools and processes, by both teachers and their evaluators. All vendors recommend phasing their system in. Two aims were identified:

    - *Learning the tool.* The observation tool is an essential catalyst for stimulating learning in the system. Principals and teachers need time to acquaint themselves with the tool, adopt the new technical vocabulary that accompanies any educator evaluation system, and reorient themselves to the changes in their responsibilities that are required by the system.
    - *Training the evaluators.* Every vendor emphasized the necessity of taking time to train (and in some cases, certify) the evaluators before launching the process. Using untrained evaluators significantly threatens the integrity and fidelity of the implementation, which in turn compromises both its capacity to improve student learning as well as its validity and reliability.

- *One observation is not enough and walkthroughs are not sufficient*. Research on how many observations are needed to develop a sound description of a teacher's practice makes it clear that one observation is not sufficient, and can actually provide inaccurate information on the quality of instruction. While there is no definitive answer to the question "How many observations of what length are sufficient?", researchers conducting the Gates Foundation-funded Measures of Effective Teaching (MET) study have found that multiple observations lead to higher levels of reliability, and recommend that, when the data will be used for high-stakes evaluation, teachers must be observed during more than one lesson. Study authors also suggest that state and local education authorities regularly audit reliability by having outside observers conduct observations on a subset of teachers and compare scores to those from observations by school administrators.[2]

- *There is a larger system of policies, practices, and resources that accompany the educator observation tools.* This system includes:

    - Training/retraining for the evaluators/principals
    - Appeals processes
    - Handbooks for teachers
    - Handbooks for principals
    - Rubrics for summative evaluations based on multiple observations
    - Technology to support observations (e.g., iPads and apps)
    - Technology to support data entry and management (including interfaces for multiple system users—for example, principals who are doing evaluations and teachers who are entering information—linked also to student assessment information)
    - Technical studies: Every tool needs to be evaluated for its quality. This involves conducting research on the reliability and validity of instruments (e.g., testing whether different observers using the same instrument and observing the same teacher will produce similar ratings and examining the correlation between evaluations based on observation instruments and evaluations using other empirical data).
    - Communication network for ongoing educator education
    - Pilot study and subsequent revisions

[2] Kane, Thomas & Staiger, Douglas (2012) "Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains." Measures of Effective Teaching project, pp. 38-40. http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf

Challenges

In reviewing research and interviewing relevant actors in other states, the MCEE has identified four challenges that must be met in making recommendations about the observation tool (or tools) to be used.

- ✓ *Challenge 1: Being fiscally and practically feasible.* Only two instruments have independent, persuasive data associated with them about their reliable use (Framework for Teaching and CLASS). Both are labor intensive, and require multiple observations, as well as considerable material and personnel resources. A fair system requires the use of tested instruments that result in defensible observations and subsequent evaluations, but this costs both money and time.

- ✓ *Challenge 2: Ensuring fairness and reliability*. No matter what tool is selected, considerations of feasibility are important, but must be balanced by an overriding concern for fairness. Determining how many observations are required, how many observers there should be, the number of dimensions and subdimensions on which teachers should be evaluated, and what the necessary training and expertise of evaluations should be are crucial considerations. All of the available evidence suggests that multiple observations are needed and multiple observers need to be trained. Some of the available instruments (that do not have independent evidence associated with them) are shorter or have been streamlined for the purposes of briefer, more efficient observations, but these instruments may not produce observations that are of high enough quality to make high-stakes decisions. Principals are not likely to have the time needed to conduct multiple observations for every teacher (in addition to end of the year conferences), nor do they have the content expertise to be qualified to make sound judgments across all content domains.

- ✓ *Challenge 3: Assessing the fidelity of protocol implementation*. Given the high-stakes nature of the decisions that will be made based on these observations, it is imperative that there be a system in place to check that instruments and procedures are implemented with integrity and rigor. Every vendor with whom we spoke emphasized the importance of observer training and retraining. As the use of these observations goes to scale in thousands of teachers' classrooms, data must be collected and analyses conducted to appraise whether tools are being used accurately and whether protocols for implementation are being followed.

- ✓ *Challenge 4: Determining the equivalence of different instruments*. If the state grants waivers to school districts to use a range of observation and evaluation tools, it is imperative that evidence is collected concerning the equivalence of instruments. That is, it would be unacceptable for teachers in one district to be held to a standard that is higher or lower than another district. Thus, the state will also need to collect information to demonstrate the equivalence of judgments made using different tools.

Observations of teaching might seem simple to carry out. However, the council's research makes clear the need to be vigilant in demanding the rigorous and accurate use of instruments that have also been field-tested, their reliability and implementation analyzed, and critically reviewed. Doing anything less would jeopardize the integrity of the entire process, limit the policy's capacity to improve schooling for Michigan's children, and compromise the entire reason for this initiative.

Teacher Evaluation: Student Growth Model

The central purpose of teaching is to help students learn, and student growth measures can provide valuable insights into teachers' effectiveness in doing so, particularly when coupled with other measures of teaching efficacy. Given the central place that student learning holds in the initiative to develop an excellent educator evaluation system in Michigan, the MCEE is examining ways in which accounting for student growth can be effectively incorporated into the state's approach to evaluating educators. As this brief update will illustrate, much work has been done on this important component and much work remains to be completed before any recommendations can be made.

One of the first challenges for the MCEE has been to clarify exactly what is meant by "student growth." Despite its apparent simplicity, it is actually a term that has taken on a range of meanings around the country. An early task of the council was to survey the field to understand different ways this term is being used in education policy. This review has included consulting with various experts in learning measurement and modeling, reviewing work done by other states, meeting with service providers, and consulting with local school districts.

The council has found wide variance in the ways in which organizations describe student growth measurement. They differ in (1) the tests used to assess student growth, (2) the actual analytic techniques for quantifying student growth, and (3) the measures of value added by educators to student growth. These are based on different assumptions and vary in their accuracy and reliability. Each of these three is explained briefly below.

Tests Used to Measure Student Growth

The MCEE has reviewed a range of assessments that can be used to produce estimates of student growth. These include teacher-made assessments, state tests (such as the Michigan Educational Assessment Program, or MEAP), and national norm-referenced tests (such as Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP] or Scantron Performance Series). Specific characteristics of each assessment affect what it means to track students' growth.

Quantitative Measures of Student Growth

The council's investigations so far have allowed for a broad definition of student growth, including proxies for student growth (e.g., students' percentile ranks conditioned on pretest scores), which are often used as measures of student progress. Measures of student growth and progress that are currently in use for accountability purposes around the U.S. vary from the simple to the statistically complex. Simple examples include:

- Difference scores based on pre-test vs. post-test administrations of the same test in the same grade (not in use on a large scale).
- Transition tables tracking student performance levels from one grade to the next (such as those used in Delaware, Iowa, Minnesota, and Michigan).

More complex examples include:

- Difference scores based on pre- vs. post-test administrations, where the difficulty level of the test is calibrated on a vertical scale[3] to individual students' achievement levels at the time of the pre- or post-assessment (this approach is not in widespread use, but available through such instruments as the NWEA MAP).
- Difference scores based on vertically scaled tests from one grade to the next (such as those used in some states with vertically scaled assessments).
- Student growth percentile models such as those used in Arizona, Colorado, Indiana, and Massachusetts. In these models, percentile ranks of students' post-test scores are given for students who started out with similar scores on the pre-test.

[3] Vertical scales attempt to place test scores of students across grades on a common scale. For example, all students taking a particular test (regardless of grade) may fall on a vertical scale of 0 to 1000. Leveraging a common scale across grades is supposed to allow educators to compare student test score movement between adjacent grades as a way to estimate student growth. Thus, a helpful feature of vertical scales is that they allow the comparisons of test scores easily between grades. Vertical scales are not without their limitations, however. It is important to note that there is legitimate scholarly disagreement regarding the validity of vertical scales, and the council will need to consider these disagreements when making its recommendations.

Although each of these approaches satisfies a broad definition of measuring student growth, an important task of the MCEE will be to pilot these models to determine which are the most valid and reliable for use in evaluating educators.

Value-Added Measures

Value-added measures (VAM) attempt to isolate the effects of individual educators on the achievement or growth demonstrated by their students. VAM may be based on measures of student growth or vertical scales, but do not need to be. This is because measures of value added for an individual teacher are based on the deviation of that teacher's students' scores (or growth or progress) from the scores (or growth or progress) those students were expected to achieve based on previous achievement (and possibly other factors).

There are many different approaches to measuring the "added value" of an individual teacher's impact on students' growth, but there is legitimate and important scholarly disagreement over the appropriateness of these various approaches. Some researchers are skeptical about VAM in general because they question the validity of making causal claims about the impact of individual educators on student outcomes. The MCEE is committed to a thorough review and pilot of existing and emerging approaches before making a final recommendation about the value-added component in Michigan's educator evaluations. Although it seems common sense to be able to identify the impact a particular teacher has on students' progress, it is far from simple to do and the risks of doing it unreliably and improperly are obvious threats to the goal of this initiative to develop a strong system to evaluate and improve educator effectiveness in Michigan.

Plans for the Future of Michigan Assessment

Because measures of growth are highly dependent on the measures of achievement used to calculate student growth, the MCEE has taken a serious interest in the direction of state testing in Michigan as led by the Bureau of Assessment and Accountability (BAA). BAA has provided the MCEE with a detailed overview of the Michigan Department of Education's plan to develop additional standardized measures in the coming years and guide Michigan as the state moves to the Common Core State Standards and the supporting suite of assessments. (See Appendix L for a high-level overview of the next five years of planned testing development in Michigan.)

As the MCEE continues to investigate current work being done on measuring student growth, council members with technical expertise have also begun to evaluate how specific approaches to growth modeling would operate using MEAP and other assessment data. The council will continue this work in the coming months and will include their findings in a future report.

Challenges to Resolve

Measurement of student growth and "value added" are important components of educator evaluation. However, the different possible approaches present challenges that require more research and evaluation. Attributing student growth to individual educators in ways that are both fair and valid is a daunting task. MCEE is committed to addressing the challenges, and to incorporating the necessary safeguards in their recommendations. In addition to the issues entailed by the measurement of student growth and educators' added value, the MCEE has identified five additional challenges that will require further discussion and review by the council in the coming months:

- ✓ *Challenge 1: Measurement error in standardized and local measurements*. The MCEE recognizes that data collected from local and standardized assessments include some degree of random measurement error, some significant enough to lead to gross miscalculation of teachers' impact on student growth. It will be crucial to account for such measurement error in any responsible approach to including student growth and VAM in educator evaluation.

- ✓ *Challenge 2: Balancing fairness toward educators with fairness toward students*. The MCEE recognizes that there are significant issues to consider regarding whether demographic information should be incorporated into the statistical models used for VAM. Including such information will result in different expectations for certain groups of students based on their backgrounds, which in turn may result in maintaining or even increasing achievement gaps. Although this is less fair to students, it is fairer to educators to take into account the background characteristics of their students in setting expectations for growth. Not including demographics in setting expectations for student growth is fairer toward students, but is less fair toward educators. It is important to design a system that balances fairness toward educators and students.

- ✓ *Challenge 3: Non-tested grades and subjects*. Performing student growth calculations depends on having good measures in place. Measuring growth in non-tested subjects, such as art, physical education, music, etc. is a significant issue for the MCEE to address in its recommendation. An additional issue is the fact that many teachers do not teach in grades that are tested.

- ✓ *Challenge 4: Tenuous roster connections between students and teachers*. Fundamental to describing a teacher's influence on the learning outcomes of students is knowing which students he or she teaches, and to what degree each teacher is responsible for the instruction of each student. Based on discussions with local districts and state agencies, and national policy work, the MCEE recognizes that the student-teacher rostering relationship has a number of important challenges that need to be addressed. Repeatedly states have reported difficulties in simply determining which students were associated with which teachers.

- ✓ *Challenge 5: Number of years of data*. Teachers' assignments change regularly, some more than others. Teachers' work shifts as changes arise in their assignments to grade levels, subject areas, schools, and students. Instructional effectiveness must be geared to specifics of the context. Teachers also retire, while others enter the workforce. Like observations, assessments of value added are only as good as the data available, and for many teachers in tested grades and subject areas there is considerable variability in how many years of data are available.

In the coming months, the MCEE will continue to investigate these and other important issues as they relate to using student growth data to inform educator evaluation.

Combining Observation and Student Growth Scores

As this document has revealed, challenges exist in the selection of observational and student growth tools. The council has found that it is also important to consider carefully how values produced from observational and student growth tools are combined into a final evaluation score. The MCEE has reviewed the approach for combining evaluation scores in states such as New York, Ohio, Tennessee, Ohio, North Carolina, and Colorado. From these states' teacher evaluation systems, two approaches have emerged: formulaic and rubric.

In the formulaic approach (Tennessee and New York), inputs such as student growth and teacher observation are given weights and combined into a single teaching performance score by means of a formula. Combined scores are then mapped to a labeling scheme, which provides descriptions of teaching performance. For example, in New York 60 points of the evaluation are based on nationally recognized measures of teacher performance. The other 40 points are based on growth, giving a total possible of 100 points. The number of points a teacher earns is then mapped onto the following performance standards:

Ineffective: 0 – 64
Developing: 65 – 74
Effective: 75 – 90
Highly Effective: 91 – 100

Other states chose to use a rubric approach, where teacher observation data and student growth data are both independently mapped to standards of performance. For example, teachers may score a 5 in student growth, but only a 1 from observations of their teaching. The two scores are mapped to a rubric to determine the overall evaluation rating ("Partially Effective"). The rubric below is an illustrative example provided by Colorado:

Quality Standards Score					
5	Partially Effective	Partially Effective	Effective	Highly Effective	Highly Effective
4	Ineffective	Partially Effective	Effective	Effective	Highly Effective
3	Ineffective	Partially Effective	Effective	Effective	Effective
2	Ineffective	Partially Effective	Effective	Effective	Effective
1	Ineffective	Ineffective	Partially Effective	Partially Effective	Partially Effective
	1	2	3	4	5
	Student Growth Score				

Each of these approaches to combining scores presents challenges and opportunities. Naturally, a constraint of the rubric approach is that it is best applied to evaluation systems that equally weight two components (such as observation and growth). However, the rubric approach has intuitive appeal to educators, and is likely easier to understand than a formulaic approach. Approaches that use a formula are fairly flexible in their weighting and the number of factors employed, but may communicate a false degree of precision. The MCEE considers the combining of component scores to be an important challenge that requires more discussion.

Other Potential Components of the Educator Evaluation System

Observations and student test scores are only two of the components of educator evaluation systems that are being developed. Other components include documents that support the observations, as well as other materials contributed by teachers, principals, students, or parents. Among the other components used in other states are the following:

- Pre-observation conferences
- Post-observation conferences
- Summative evaluation conferences
- Teacher self-assessments
- Professional accountabilities (e.g., National Heritage Academies' mid- and year-end evaluations)
- Educator growth plans (developed by teachers or administrators)
- Locally developed assessments of student learning
- Structured review of student work
- Teacher artifacts using portfolio or evidence binder processes
- Feedback from students, parents, and/or other teachers using structured survey tools
- Teacher self-reflection and progress on professional growth goals

The MCEE will continue to consider the other components that should be included in Michigan's educator evaluation system.

Timeline

PA 102 of 2011 set out goals for a rigorous evaluation system intended to enhance instruction and support professional learning in Michigan. The MCEE understands the urgency of such reform, but also acknowledges the high stakes involved in restructuring educator evaluation. In order to ensure that Michigan provides policy and direction that will empower teachers and leaders to meet the needs of students and improve student outcomes, the MCEE has designed the following timeline. This will allow for the thought, research, and collaboration necessary to make responsible, fair, and feasible recommendations.

Estimated Timeline for Completing Recommendations	
Month/Year	Recommendation
June 2012	Observation tool(s) Details regarding the 2012-2013 pilot year
July 2012	Other components of teacher evaluation systems
October 2012	Student growth model
November 2012	Evaluation tool for school administrators Details regarding the pilot of administrator evaluations District waiver processes and principles
April 2013	Professional certificate
June 2013	Review all recommendations and adjust based on new data and information

Next Steps: 2012 – 2013 Pilot

After investigating educator evaluation reforms across the country, the MCEE has concluded that a pilot test is not only important, but imperative. Such a pilot test will allow a set of recommended tools and approaches to be tried out in a small number of districts and schools for a year in order to learn about how well they work and to uncover any problems that should be remedied before implementing a system wholesale in all Michigan schools. While postponing the implementation of a complete educator effectiveness evaluation system might seem wasteful, not doing so would be reckless, both fiscally and technically.

A pilot year will provide data on implementation and validity, and crucial feedback from education professionals using the tools and approaches. During a pilot, technical and logistical challenges can be confronted and resolved, and the resources necessary to put a statewide system into place can be developed (including a communication system, materials for teachers and administrators, and a database for storing information), increasing the likelihood of our state succeeding in this complex but vitally important undertaking. Building a rigorous evaluation system that holds all Michigan educators accountable for student learning depends on understanding how well it works in practice and designing it to be fair, reliable, and defensible. New Jersey, Rhode Island, Washington, and Colorado have all used pilots or phase-in years to learn more about their proposed state evaluation systems, and each state has been able to adjust these systems based on the feedback and ideas generated from pilot-participating districts and schools. We want nothing less for our state's educators and the 1.5 million children they teach each year.

General Design

The council recommends a pilot study of evaluation tools in 12 school districts to be carried out during the 2012-13 school year. The pilot study is crucial because it will allow the state to learn about educator evaluation as it takes place in school settings and to accommodate practical and technical issues that arise in the pilot test. It will also take advantage of the fact that many school districts have already begun the hard work of institutionalizing rigorous, regular observation systems in their teacher evaluations.

Districts in Michigan will be invited to apply to be part of the pilot study, and the 12 districts will be selected to represent the range of districts and schools in the state—in terms of context, geography, governance, size, and resources. The pilot will precede the implementation of educator evaluation in Michigan, and will be used to develop the final recommendations of the Michigan Council for Educator Effectiveness.

Below are specifications as currently known for the pilot study of evaluation tools.

Teacher Observation Tools

The council recommends studying three teacher observation tools in the pilot study, specifically looking at each tool implemented in four different districts of different sizes—one large, one medium, and two smaller districts—for a total of twelve participating districts. The tools, which the MCEE will select in the coming few weeks, will be the most promising (in terms of evidence and feasibility) and most likely to fit Michigan's needs.

Before the pilot begins in the fall of 2012, educators in pilot districts will be trained in the use of the tool identified for study in their district, including both existing school administrators and staff hired for the sole purpose of conducting educator evaluations (to assure the feasibility of conducting sufficient observations of each teacher to produce valid and reliable results). Districts will not be asked to cover the costs of training, implementation, data analysis, or new staff for the pilot. The MCEE will specify exact details about the implementation of the pilot and will oversee the project to ensure a well designed study that maximizes its contributions to the progress of designing a strong educator evaluation system. Lessons learned during the pilot study will also lead to the development of responsible criteria for granting waivers, as it will be important to the credibility of the state's educator evaluation system to have rigorous standards for granting exceptions to the final recommendations from the council.

Student Growth Model/Value-Added Model Pilot

In addition to the studies of the observation tools, the council recommends a pilot of several alternative student growth models and value-added models in the 12 pilot districts. The MCEE plans to conduct a pilot using existing assessments such as MEAP in grades 3 through 8, new assessments in high school (possibly EXPLORE, PLAN, and ACT), computer adaptive assessments in grades where such tests are available commercially, and local assessments in non-tested grades and subjects. Districts will not be asked to cover the cost of the additional testing. Such a set of pilot studies will help prepare for new assessments that are being developed now and will provide crucial information about the different types of growth models and value added models that could be implemented in Michigan.

Piloting a student growth model will allow educators to examine both the student growth data and teacher and administrator observation data to understand better how evaluation will work when it is implemented in Michigan. The pilot study will likely highlight strengths and weaknesses in the tools and in the data they yield. This will help in the continued design of Michigan's educator evaluation system.

Administrator Evaluation Pilot

Although this report focuses on teacher evaluation tools, the MCEE has already begun gathering comparable information about administrator tools. It is also likely that the challenges associated with teacher observations are similar for administrators, and thus work on recommending administrator tools will be informed and accelerated by the council's deliberations about teacher observation and evaluation tools. The council will be recommending one or two tools for evaluating administrators in October 2012 and will incorporate them into the pilot study. As with the teacher observation pilot, districts will not be asked to cover the costs of training, implementation, or data analysis for the pilot. The MCEE will provide more information about this aspect of the pilot in upcoming months.

Process for Implementing Pilot and Analyzing Results

The MCEE recommends that four full-time staff be dedicated to oversight of the pilot study: an education consultant manager, two education research consultants, and a secretary. The team will be located in the Michigan Department of Education (MDE), but will be accountable to the MCEE during the pilot study. It will distribute applications to districts, and will then select districts for inclusion from the applications received. The staff will aim to select a diverse group of districts to participate and will consider geography, urbanicity, socioeconomic status, size, governance, and other characteristics of districts in the state. Districts will be assigned to an observation tool by the team so each tool is implemented in varied settings.

District faculty and administrators will receive training from experts provided by observation tool vendors. Throughout the pilot study, members from Michigan's evaluation staff will offer support and guidance in using the tools.

The council recommends hiring an external vendor to manage the data and complete additional data work required to describe adequately the relationships between teachers and students (such as which subjects the teacher is responsible for teaching to each student, and the percentage of instructional responsibility each teacher has for each student in each subject). Such additional rostering activities go beyond those provided in current Michigan data systems, and are necessary for ensuring the validity of any value added models run during the pilot.

The council recommends that an outside research organization without an interest in the outcome of the pilot be employed under the oversight of the Michigan Department of Education to analyze the data from the pilot study. The organizations providing observation tools also provide data collection protocols. The outside research group will be given the collected data from the observation tools for evaluation. At the same time, administrators in pilot districts will use the observation data to complete that portion of the teacher evaluation.

The research group will also conduct focus group or other interviews to understand better how well school personnel understood the tools and how to use them, whether the tools were feasible for use in a school setting, how systematically and rigorously the tools and processes were implemented, and how reliable and valid the data from the tools appeared to be.

The outside research organization will calculate the various measures of student growth, run the various value added models, provide a report of the analyses, and make recommendations to the council regarding the validity and reliability of each approach to measuring student growth and value added.

In addition, the outside research group will match data from the pilot of the student growth tool(s) and the administrator evaluation tool(s) with the teacher observation data. This task will highlight how well the tools work in concert, and whether there are any reliability and validity concerns that should be addressed.

All data analysis from the pilot study will be provided to the MCEE, which will use it to inform its final recommendations.

Budget

The council has consulted with several states about their design and implementation of teacher evaluation, including their pilot studies. Based on what we have learned from these states, we recommend that the state include $6,054,418 in the FY 2013 budget to cover the cost of the pilot in the 2012-13 school year. That amount includes the cost of training, implementation, data analysis, staff support, and reporting, as well as other expenses that the state and districts involved in the pilot will incur. A draft of the budget is included in Appendix M.

Looking Forward

Evidence shows that skillful instruction can dramatically increase the probability that students will learn. Such teaching is sensitive to students' environments, good at buffering interferences, and adept at promoting students' academic engagement as well as their social and emotional development. Being able to achieve our ambitious educational agenda in this state depends on building and supporting a system that can ensure that the teachers who serve in our classrooms have the requisite professional skills and know how to use them with the diversity of Michigan's 1.5 million schoolchildren.

As such, the charge presented to the MCEE is ambitious and historically significant, as it could lead to revolutionary changes in how educators are evaluated in Michigan. The council is committed to moving firmly but responsibly on this charge and to learning from other states and from knowledgeable experts about how to create the infrastructure, procedures, and tools necessary to create a fair, transparent, and feasible new system. At work now for just four full months, the MCEE has made major strides in understanding the issues and learning about resources, tools, and systems that can inform the development of Michigan's system. The council's ambitious timeline will advance this work with due speed and carefulness across the coming months. The pilot study will help to provide crucial information, and the ongoing investigations and contacts will supply other vital resources for meeting the charge of the MCEE. The council appreciates the broad support that it has received from stakeholders across the state and looks forward to the next stage of the work.

Appendix A: Council Members' Biographies

Deborah Loewenberg Ball, Chair

Deborah Loewenberg Ball is the William H. Payne Collegiate Professor in education at the University of Michigan, and an Arthur F. Thurnau Professor. She currently serves as dean of the School of Education and as director of a new organization called TeachingWorks. She taught elementary school for more than 15 years, and continues to teach mathematics to elementary students every summer. Ball's research focuses on the practice of mathematics instruction, and on the improvement of teacher training and development. She is an expert on teacher education, with a particular interest in how professional training and experience combine to equip beginning teachers with the skills and knowledge needed for responsible practice. Ball has served on several national and international commissions and panels focused on policy initiatives and the improvement of education, including the National Mathematics Advisory Panel (appointed by President George W. Bush) and the National Board for Education Sciences (appointed by President Barack Obama).

Jennifer Hammond

Jennifer Hammond is the principal of Grand Blanc High School. She previously served as a teacher and administrator at schools in Troy, Hamtramck, and also in Houston, Texas. Hammond earned a bachelor's degree and certificate in secondary teaching from Michigan State University, a master's degree in mathematics education from Wayne State University, an educational specialist degree in school administration from Oakland University, and a doctorate in philosophy of educational leadership from Oakland University.

Joseph Martineau

Joseph Martineau is the executive director of the Bureau of Assessment & Accountability in the Michigan Department of Education. He has served in the Michigan Department of Education as a psychometrican, manager of large-scale assessment programs, and director of state testing and accountability. He also serves as a member of the board of the National Council on Measurement in Education, and on the executive committee of the Smarter Balanced Assessment Consortium. Martineau earned a bachelor's degree in linguistics and a master's degree in instructional design from Brigham Young University and a doctorate from Michigan State University. Martineau serves on the council as a non-voting member.

Mark Reckase

Mark Reckase is a professor in the measurement and quantitative methods program within the Counseling, Educational Psychology, and Special Education Department of the College of Education at Michigan State University. He worked for 17 years at ACT Inc., a college admission testing company and was a faculty member at the University of Missouri-Columbia. Reckase also served as the vice president of the American Educational Research Association and the president of the National Council of Measurement in Education. He earned a bachelor's degree in psychology from the University of Illinois, and a master's degree and doctorate in psychology from Syracuse University.

Nicholas Sheltrown

Nicholas Sheltrown is director of measurement, research, and accountability at National Heritage Academics in Grand Rapids. He manages the measurement and research initiatives for a network of 71 charter schools with over 40,000 students. Sheltrown previously served as director of research and measurement at Grand Valley State University, the technology director at Byron Center Public Schools and vice president of professional development at ST Concepts Inc. in Byron Center. He earned a bachelor's degree in mathematics from Cornerstone University, and a master's degree in curriculum and teaching and a doctorate from Michigan State University.

David Vensel

David Vensel is the principal of Jefferson High School in Monroe. He previously served as a teacher and assistant high school principal at Airport High School in Carleton. He earned a bachelor's degree in sociology from Eastern Michigan University and master's degree in American history and secondary education from the University of Toledo.

Bios taken from: http://www.michigan.gov/snyder/0,4668,7-277-57577-262871--,00.html

Appendix B: Annotated Meeting Agendas

Governor's Council on Educator Effectiveness
Wednesday, December 7, 2011 • 2:00 – 5:00 p.m.
Lansing, Michigan
CLOSED SESSION: George W. Romney Building • 111 S. Capitol Ave.

AGENDA

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

2:00 – 2:30 Welcome, introductions, and preview of charge
Council members introduce themselves and share brief details about the expertise they bring to the work of the Governor's Council.
Deborah Loewenberg Ball previews the work of the coming months.

Notes: The word "tool" does not necessarily mean that we will suggest one tool, but that we will develop principles that guide the legislature. The GCEE is contributing to the infrastructure for training, development, and evaluation of teachers. A checklist is not sufficient to measure effectiveness. The GCEE agrees that it is very important to build consensus around this work.

2:30 – 3:00 Framing: The challenges of teacher evaluation
What are the greatest challenges in developing principles for a teacher evaluation system?

Notes: The legislation makes this a political charge. Perhaps the council can encourage less partisan features of the legislation.

3:00 – 3:20 Review council curriculum and procedures and finalize meeting schedule

3:20 – 3:30 Move to Capitol Building

PUBLIC SESSION: Capitol Building • 100 N. Capitol Ave. • Rooms 402 and 403

3:30 – 3:40 Review of charge and introduction of council members
Deborah Loewenberg Ball reads the official charge of the Governor's Council.
Council members introduce themselves to invited speakers and guests.

3:40 – 4:40 Prepared remarks from invited speakers
Representatives from key groups who have a stake in the work of the council make brief prepared statements. They include:

- Phil Pavlov, Senator, 25th District; Chair, Senate Education Committee
- Paul Scott, former Representative, 51st District
- Debbie Squires, Associate Director, Michigan Elementary and Middle School Principals Association
- James N. Goenner, President & CEO, National Charter Schools Institute
- Dan Quisenberry, President, Michigan Association of Public School Academies
- Brad Biladeau, Associate Executive for Government Relations, Michigan Association of School Administrators
- Jim Ballard, Executive Director, Michigan Association of Secondary School Principals (or alternate)
- Amber Arellano, Executive Director, The Education Trust-Midwest
- Chad Aldis, State Director, StudentsFirst
- Dan Varner, CEO, Excellent Schools Detroit
- Louise Somalski, Legislative Coordinator, AFT Michigan
- Art Przybylowicz, Associate Executive Director and General Counsel, Michigan Education Association

Notes: Speakers suggested creating a fair, transparent, valid, and reliable system. Empower principals to become instructional leaders, and use evaluation as a development tool. Study what other states have implemented and learn from them.

4:40 – 5:00 **Public remarks**
Open the floor for brief remarks from others in attendance.

Next meeting **Wednesday, December 14, 2011**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Wednesday, January 11, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:20 Opening to meeting and updates
Changes in GCEE structure; funding; consultants; communication protocols

2:20 – 3:20 Purposes of evaluations
Why is it important for states and/or school districts to develop evaluation systems for their educators and administrators? What are the key purposes for such evaluations? What professional standards (technical, legal, and ethical) should guide the use of evaluations?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance: "Measuring What Matters" (December 2010/January 2011 issue of *Kappan*) and "Evaluating Teacher Effectiveness: Where do we go from here?" (National Comprehensive Center for Teacher Quality's May 2011 presentation to Learning First Alliance)

Notes: The key purpose of evaluation systems is to improve teaching and learning. The council should outline the things that need to be in place in order to implement evaluations validly. Start with standards, and use these to select a tool.

3:20 – 3:45 Review of the legislation
The GCEE was established as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). What does the legislation require the GCEE to include in its recommendations? What does a close reading of PA 102 and the bill analysis teach us about the intent of the legislation?

Discussion led by Deborah Loewenberg Ball

To review in advance: PA 102 and analysis of the legislation

Notes: Start with the definition of effective teachers and tailor this definition for different instruments. Find out what domains are being measured in other states.

3:45 – 4:45 Other states' efforts
A number of states have already developed evaluation systems. What is typically assessed by these systems? Do any states provide a model for us to follow as we develop our recommendations?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance: National Comprehensive Center for Teacher Quality's comparison of teacher evaluation policies for Rhode Island, New York, and North Carolina (To compare other states, visit http://resource.tqsource.org/stateevaldb/)

Notes: North Carolina is a high capacity state with partnerships with research universities. We will need to determine Michigan's capacity. Rhode Island is a good model and clearly lays out its methodology. Rhode Island uses three tools for observations. New York has five observation tools that districts can use.

4:45 – 5:00 **Our charge**

The GCEE is charged with identifying recommendations for all of the following:

1) A student growth and assessment tool.
2) A state evaluation tool for teachers.
3) A state evaluation tool for school administrators.
4) Recommended changes to be made in the requirements for a professional teaching certificate.
5) A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

What will count as a recommendation? What principles should guide our work?

Discussion led by Deborah Loewenberg Ball

Notes: The GCEE needs to make sure there is empirical evidence that the instrument is valid. This poses a challenge with both choosing and building our own.

Next meeting **Wednesday, January 18, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)
Focus: Key types of teacher evaluation tools and/or systems

Governor's Council on Educator Effectiveness
Wednesday, January 18, 2012 • 2:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:40 Walkthrough tool used at Monroe Public Schools

Presentation by Julie Everly, assistant superintendent for elementary education, and **Ryan McLeod**, assistant superintendent for secondary education, Monroe Public Schools

Notes: Monroe Public Schools has an iPad walkthrough tool for observations. Tools prompt district level "look fors" and allow others to be added at the school level. MPS will be drafting a rubric based walk-through tool next in order to get away from the yes/no model. The district asks principals to do ten walk-throughs each week. This model allows immediate feedback for teachers.

2:40 – 3:15 Two rubrics: Danielson and Marshall

Compare and contrast the two rubrics. Where are the overlaps? What's missing? How do they align with the chart Brian presented at the January 11 meeting?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance (IN DROPBOX):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Kim Marshall's Teacher Evaluation Rubrics (revised September 4, 2010)

Notes: Marshall doesn't use evidence, only judgment. Danielson has a statement of standards and is well developed and elaborated. According to the MET study, observation tools should define expectations for teachers, ensure observer accuracy, ensure reliability of results, and determine alignment of outcomes. Ensuring accuracy of observers is a huge challenge, but MET recommends that teachers be trained and certified.

3:15 – 4:00 Three models: North Carolina, Rhode Island, and Washington, D.C.:

Compare and contrast the three models. Where are the overlaps? What's missing? How well do they address some of the concerns placed in the "parking lot" at the January 11 meeting (e.g., reliability of data, transparency of process, validity of instrument, application to untested grades and subjects)?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance (IN DROPBOX):

- North Carolina Teacher Evaluation Process
- The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011-2012)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 1: General Education Teachers with Individual Value-Added Student Achievement Data)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 2: General Education Teachers without Individual Value-Added Student Achievement Data)

Notes: Washington, D.C. model is concrete and describes behaviors and examples in depth. North Carolina looks like National Board and focuses on teachers as leaders. Rhode Island seems oriented toward developing over time and learning.

Next meeting **Wednesday, February 8, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, February 8, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 3:10 Big issues
What big issues or questions need to be addressed before we can make any recommendations about principles or tools for evaluation? We have already begun building a "parking lot" for these that includes things like access to data, transparency, and validating evaluation instruments. What other big categories do we need to consider? What fundamental questions concern you most about this work?

Notes: Council members' questions include: How do we deal with the differences in context, level, and subject matter? Are we developing our own tool, or are we looking for a tool or approach that is already developed? To whom do our recommendations apply? How do we communicate with the legislature, teacher organizations, and others? Regarding the student growth tool, what is the metric? Some next steps are to create a vision statement, continue to look into what other states have done, and continue to research existing tools.

3:10 – 3:40 Guiding principles
At our first meeting, I said that any recommendation that we make needs to be valid, fair, useful, and feasible. Are there other principles that should guide our work?

3:40 – 4:10 Learning from experts
What two or three things are you most needing to learn about from consultants or each other to do this work responsibly? Do you have suggestions for experts we could bring in to guide some of that learning?

4:10 – 5:00 Advisory Committee
What role do you envision for the soon-to-be-appointed advisory committee of teachers, administrators, and parents?

Notes: The Advisory Committee can identify the concerns and expectations that they have; this could give the GCEE insight into what others are worrying about and hoping for. The Advisory Committee could develop a plan to learn about what a subset of districts is doing now, and use that to inform a list of components that they believe should be included in an evaluation system. The GCEE needs to learn how best to work with the Advisory Committee.

Next meeting Monday, February 13, 2012
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Thursday, February 13, 2012 • 2:00 p.m. – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 5:00 VAM team and observation tool team conduct small group work

Governor's Council on Educator Effectiveness
Thursday, February 16, 2012 • 9:00 a.m. – 12:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members Present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and updates

9:10 – 9:20 Timeline for deliverables and resulting political tensions
Discuss concerns we have heard from some legislators regarding a revised timeline that allows us to complete our work by the end of the calendar year. Consider strategies for addressing concerns.

Notes: The council decided that the timeline for deliverables needs to be extended in order to make responsible recommendations. Deborah could make this proposal at her March 1 meeting.

9:20 – 9:45 Communication strategies and guidelines
Review and comment on vision statement drafted by Jenny and Dave.
Discuss key talking points, protocols for media requests and other official communications on behalf of the council, meetings with key stakeholder groups, etc.

To review in advance (in Dropbox): Draft vision statement

9:45 – 10:00 Timing of statewide student tests
Discuss the benefits and drawbacks of administering statewide tests (e.g., MEAP, ACT, MME) in the spring

Notes: MEAP will move online and to the spring in 2014-15. The state could provide some funding to do benchmark/periodic assessments in non-tested grades and subjects. MCEE will continue to consider assessment timelines and their alignment with evaluation recommendations.

10:00 – 11:15 Work in small groups

11:15 – 12:00 Presentation by David Hecker, president, Education Alliance of Michigan

Notes: Districts will need a lot of support to use valid and reliable assessments in all content areas. The council must have a mobility standard; many classrooms, especially in urban districts, change composition over the course of the year. The GCEE should consider using peer reviews, portfolios, and self-assessments.

Next meeting Tuesday, February 21, 2012
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Note: Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation, will be presenting the Frank B. Womer Lecture at the School of Education from 12:00 to 1:30 p.m. Governor's Council members are invited to attend.

Governor's Council on Educator Effectiveness
Tuesday, February 21, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

12:00 – 1:30 Daniel F. McCaffrey presents the 2012 Frank B. Womer Lecture in Measurement and Assessment

Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation will present his talk, "Can Paying Teachers for Performance Improve Student Achievement? Results from Three Random Assignment Evaluations." All GCEE members are invited. His talk will take place in the Prechter Laboratory (room 2202) in the School of Education. A light lunch will be served.

For more information, see:
http://soe.umich.edu/news_events/events/detail/womer_lecture_daniel_mccaffrey/)

NOTE: Dan McCaffrey will join us for the GCEE meeting after his talk and answer questions we have about value-added modeling and other student growth models. Nick and Joseph prepared some questions in advance, which are included on this agenda. Please feel free to bring your own questions to the meeting.

2:00 – 2:10 Opening to meeting and updates

Proposal to hire GCEE project manager

2:10 – 3:10 Introduction to value-added modeling (VAM)

- What technically qualifies a model to be value-added? What minimum characteristics must a model have to be considered a value-added model?
- What is the simplest value-added model that could be used responsibly in educator evaluation?
- What factors should we consider when selecting a value-added model?
- What potential benefits does VAM present to a teacher evaluation system?
- What are the potential pitfalls?

To review in advance (in Dropbox): Daniel Koretz's 2008 *American Educator* article, "A Measured Approach"

Notes: There is no universal definition of VAM, but there are components that everyone agrees is a part of VAM (e.g. this year's scores regressed against last year's and the year's before with a consideration for demographics). Dan suggests: regress the current year score on some set of prior year scores, account for error in prior scores, add aggregated scores at classroom level to control for peers.

3:10 – 4:10 Using VAM to evaluate and improve instruction

- How would you suggest value-added data be incorporated in a teacher evaluation system?
- What advice would you give practicing educators who must incorporate VAM in an overall evaluation?
- How would you recommend using VAM to provide feedback to teachers to help them improve instruction?
- Most VAMs compare teachers against the average teacher effect, but how do you know if the average teacher is effective?
- How much does choice in what VAM model you select influence things like teacher ranking and evaluation?
- What do you think about the role of "growth toward a standard" models?

4:10 – 5:00 **VAM data integrity and reliability**

- What is a simple design that doesn't require additional data collection to test the effect of a VAM-based system in the state (e.g., interrupted time series design)?
- What are the biggest data quality issues that you have encountered that compromise VAM?
- In the 2003 report, *Evaluating Value-Added Models for Teacher Accountability*, you wrote, "The research base is currently insufficient to support the use of VAM for high-stakes decisions." Is this still true in your opinion?

Notes: The GCEE should focus on error where stakes are the highest. Some other factors to consider include putting in peer effects, accounting for students with multiple teachers, precision, and statistical bias.

Next meeting **Monday, February 27, 2012, 2:00 – 5:00 p.m.**
Grand Valley State University, Eberhard Building, room 215
301 Fulton St. W, Grand Rapids, MI
(see http://www.gvsu.edu/meetatgvsu/eberhard-parking-directions-and-map-12.htm for a map and parking information)

Governor's Council on Educator Effectiveness
Monday, February 27, 2012 • 9:00 a.m. – 12:00 p.m.
Grand Valley State University • Eberhard Building, room 215 • 301 Fulton St. W • Grand Rapids

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and welcome remarks

9:10 – 9:40 Use of teaching evaluations and student achievement scores to improve instruction

Presentation by Tom Livezey, superintendent, and **Jason Kennedy**, principal, Oakridge Public Schools, Muskegon, MI

9:40 – 10:30 Observation tools and other modes for measuring the effectiveness of instruction

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

Notes: Suzanne Wilson guided the group in a discussion of observation tools. Council members developed a list of questions for observation tool developers. Answers to these will assist the GCEE in determining which tools might best fit Michigan districts and schools.

10:30 – 11:30 Student growth and assessment tools

Discussion led by Deborah Loewenberg Ball, chair, Governor's Council on Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: Review Dan McCaffrey's talk.

11:30 – 12:00 Public comment session

Notes: Suggestions from public attendees included looking at student growth percentile model as an interim student growth option, examining the state's professional development opportunities, using multiple observers and student/parent surveys.

Next meeting Thursday, March 1, 2012
9:00 a.m. – 12:00 p.m.
Lansing, MI (exact location to be determined soon)

Governor's Council on Educator Effectiveness
Thursday, March 1, 2012 • 9:00 a.m. – 12:00 p.m.
Capitol Building, room 424 • 100 North Capitol Avenue • Lansing, Michigan

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**
Debriefing Monday's meeting in Grand Rapids
Updates

9:10 – 9:40 **Systematized evaluation: National Heritage Academies**

Presentation by Max Hunsicker, senior director of coaching and learning at National Heritage Academies

Notes: According to Mr. Hunsicker, National Heritage Academies' evaluation is intentional, supportive, and measured. The goal of this system is to have high-quality teachers in every classroom. The system focuses on components of teaching that have the greatest impact on student achievement. This system is built around meaningful dialogue and professional development.

9:40 – 10:10 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators

10:10 – 11:00 **Outstanding questions and next steps**
Review questions surfaced at Monday's meeting
Determine assignments and next steps

To review in advance: Grids of questions about observation tools and student growth models (in Dropbox in folders "Observation tool questions" and "Student growth questions"

Notes: Council members reviewed this question grid and determined assignments for future work. The primary focus for upcoming weeks will be on observation tools.

11:00 – 12:00 **Student growth and value-added models**
Review notes from conversation with Dan McCaffrey
Begin building framework for building recommendations for feasible and useful student growth assessments

Next meeting **Wednesday, March 7, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, March 7, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 **Opening to meeting and updates**
Debriefing last week's meetings in Grand Rapids and Lansing
Updates

2:10 – 2:40 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators
Next steps

2:40 – 3:00 **Michigan assessment timeline through 2015-16**
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies)

3:00 – 4:00 **Washington perspective**
In 2007, the Center for Educational Leadership (CEL) at University of Washington College of Education released its instructional framework, the 5 Dimensions of Teaching and Learning (5D). According to CEL's website (www.k-12leadership.org):

The 5D Framework is the only comprehensive instructional framework in the country accompanied by an on-line assessment tool that measures leaders' ability to observe and analyze instruction, provide useful and timely feedback to teachers, and guide teachers' learning. More than 2,000 district leaders, school leaders, and coaches nationwide have participated in the 5D assessment process since its development.

We will have a Skype conversation with **Steve Fink**, executive director at CEL, **Sandy Austin**, project director at CEL, and **Edie Holcomb**, program facilitator at Washington's Teacher & Principal Evaluation Pilot (TPEP), which is using 5D as one of their observation protocols (along with Danielson and Marzano).

To review in advance: Materials from University of Washington (in Dropbox folder "University of Washington")

Notes: Washington is using three instructional frameworks, but 5D reflects the overall scope of Danielson and Marzano. In Washington, these frameworks will be used with all instructional personnel. Each of the providers (Danielson, Marzano, and 5D) will provide training. The instrument is not as important as the training to use the framework well. These presenters believe that observers do not judge a classroom, but watch and catalogue.

4:00 – 5:00 **Work in small groups**

Next meeting **Friday, March 16, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Friday, March 16, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown

AGENDA

2:00 – 2:10 Opening to meeting and updates
Introduce Cori Mehan
Updates

2:10 – 2:30 Michigan assessment timeline through 2015-16
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies")

Notes: Council members studied the testing timeline and asked Joseph questions about implementation and feasibility. It was noted that this timeline will help council members as they make future recommendations regarding student growth.

2:30 – 3:00 Review of Michigan's current data availability and challenges

Nick Sheltrown and **Joseph Martineau** will present and lead a discussion

Notes: Nick and Joseph explained roster checking, which would allow for districts to match students more accurately with teachers and glean a more accurate measurement for each teacher's percentage of instructional responsibility. The council discussed the difficulty of applying such a tool to PE and art teachers, but decided to consider roster verification tools as they continue to make recommendations.

3:00 – 4:00 "Teaching capacity" growth model

Mark Reckase and **Joseph Martineau** will present an alternative growth model that they are developing to measure "teaching capacity"

Notes: Mark and Joseph presented their growth model and answered questions. They explained that this model would allow districts to consider and account for students' backgrounds and other external factors when evaluating student growth. Each student would receive a challenge index. One outstanding concern was that this model might favor teachers working with disadvantaged student populations.

4:00 – 5:00 Colorado perspective
Colorado's State Council for Educator Effectiveness submitted its report and recommendations to the State Board of Education on April 13, 2011. We will have a Skype conversation with **Lorrie Shepard**, member of the council and dean at the University of Colorado at Boulder's School of Education. She will offer information about their council's efforts, the process they used to arrive at their recommendations, and key lessons learned.

To review in advance: Attached summary of Colorado's State Council for Educator Effectiveness Report and Recommendations (Full report is in Dropbox folder "Sample reports of Ed Evaluation Committees")

Notes: Lorrie Shepard explained the educator evaluation process in Colorado, including their timeline, matrix approach, pilot, and choosing an observation tool.

Next meeting Wednesday, March 28, 2012
10:00 a.m. – 1:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, March 28, 2012 • 10:00 a.m. – 1:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown (via telephone), Dave Vensel (via telephone)

AGENDA

10:00 – 10:45 **Opening to meeting and updates**
Executive Order changing our name; Plans for open meeting in Detroit on April 2; Discussion of ways to engage the Advisory Council before the April 30 deadline; Summer meeting dates

Notes: The governor signed an executive order that changed the council's name to the Michigan Council for Educator Effectiveness. Our logo must be changed, as well as other documents. The Detroit meeting will take place at the Skillman Foundation. Cori will send out directions and parking information. The MCEE will ask the Advisory Council for their input on key challenges.

10:45 – 11:00 **Vision statement approval**
To review in advance (In Dropbox folder "Vision statements"): Vision statement revisions document

Notes: Council members edited and approved the vision statement, which will guide the council's future work and recommendations.

11:00 – 11:30 **Combined performance measures**
Nick Sheltrown will review how five states combine their performance measures.

Notes: Nick provided information on combining performance data. In the discussion afterward, the council generally preferred the rubric approach, not the formula approach. The council also agreed on the need to be able to indicate the probability that a teacher will fall into any given box in the rubric. For future thinking, could this approach set Michigan apart from other states?

11:30 – 1:00 **Review of observation tool conversations and findings**
Jenny Hammond, **Dave Vensel**, and **Suzanne Wilson** will review the observation protocols and frameworks that they have examined and discuss findings, thoughts, and questions.

To review in advance:

- Memo concerning observation protocols and related materials/processes (to be emailed later on March 27)
- Charlotte Danielson's Framework for Teaching (In Dropbox folder "Meeting agendas and materials")
- Robert J. Marzano's An Observational Protocol Based on "The Art and Science of Teaching" (In Dropbox folder "Meeting agendas and materials")
- University of Washington's 5D+ Teacher Evaluation Rubric (In Dropbox folder "Meeting agendas and materials")

Note: If you received a binder that contains these observation tools, please bring it with you to the meeting.

Notes: Jenny, Dave, and Suzanne met with representatives from observation tool organizations to learn more about the specifics of each tool. Council members discussed observation tool ideas, concerns, and questions regarding feasibility, reliability, validity, cost, and other aspects of each system.

Next meeting **Monday, April 2, 2012**
12:00 – 3:00 p.m.
The Skillman Foundation (100 Talon Centre Dr., Suite 100, Detroit)

Michigan Council for Educator Effectiveness
Monday, April 2, 2012 • 12:00 p.m. – 3:00 p.m.
The Skillman Foundation • Grantees' Room • 100 Talon Centre Dr., Suite 100 • Detroit

Council members present: Deborah Ball, Dave Vensel

AGENDA

12:00 – 12:15 Opening to meeting and welcome remarks

12:15 – 1:00 Updates on the MCEE's work

Discussion led by Deborah Loewenberg Ball, chair, Michigan Council for Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: The MCEE has looked at particular observation frames and protocols like Danielson. Council members have looked at other states in order to learn what systems exist. The council is working to develop a system that is fair, transparent, and feasible, and will contribute to educational improvement.

1:00 – 1:30 Learning about the Washington's evaluation pilot

We will have a phone conversation with **Michaela Miller**, Washington's teacher–principal evaluation project manager, to discuss Washington's pilot program. Michaela will discuss timeline, training, cost, feedback from educators, and other lessons learned regarding Washington's educator evaluation pilot.

Notes: Washington has plans to phase in their system; there are nine school districts in the pilot this year and there will be 65 school districts in 2012-2013. Washington was able to train all teachers in pilot schools on the observation tools, but it was expensive. Michaela suggests that the MCEE focus on connecting teachers and principals in pilot districts, use frameworks that already exist, work with teachers to set goals, and listen to feedback from teachers.

1:30 – 2:00 Piloting evaluation systems

- What are the benefits of a pilot year?
- What systems or policies need to be in place for a pilot to be effective?
- How might districts apply to be a part of a pilot year?

Discussion led by Cori Mehan, project manager for the Michigan Council for Educator Effectiveness.

Notes: After examining other states, Cori shared some findings. Selecting varying sizes of pilot districts can help to understand more potential challenges. The cohort of pilot districts should be relatively small so that the state can analyze the evaluation systems' effectiveness in each school. In many cases, student growth measures are not piloted in the first year.

2:00 – 3:00 Public comment session

Notes: Create more transparency with the public. Avoid "gotcha" checklist evaluation. Evaluation system needs to be about professional growth. Pilots are important for buy-in; pilots also help to ensure that a system works before asking more districts to take part.

Next meeting Monday, April 12, 2012
8:00 – 11:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 12, 2012 • 8:00 – 11:00 a.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Nick Sheltrown, Dave Vensel

AGENDA

8:00 – 8:10 Opening to meeting and updates

8:10 – 8:20 Overview of the April 2 meeting in Detroit

Notes: During the Detroit meeting, the council heard from Michaela Miller, who explained the pilot process in Detroit. She answered questions about piloting districts, feedback from educators, and the lessons they learned. Then, the council heard from public attendees including teachers, district leaders, and members of advocacy groups.

8:20 – 10:45 Plans and considerations for the interim progress report
What does the Council want to include in the upcoming report? What recommendations can we make? What can we say regarding the recommendations we are not yet prepared to make? What should be our messaging strategy around this report?

Discussion led by Deborah Loewenberg Ball

Notes: The council agreed that the upcoming interim progress report should describe the council's work, and should include consultants, agendas, and lessons that the council has learned. Sections of the report will include process, observation tool, student growth, timeline, and pilot recommendations. Council members agreed to work on sections of the report, and the draft will be available to view before the next meeting.

10:45 – 11:00 Sharing Social Security Numbers with Jessica Menold
Jessica Menold, finance specialist in the Executive Office of Governor Snyder, is working to reimburse council members for mileage and other expenditures. She needs each council member's social security number, and will be speaking with us via telephone to procure these.

Next meeting Thursday, April 19, 2012
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 19, 2012 • 1:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 2:00 Danielson Framework and Teachscape presentation

Charlotte Danielson is the creator of the Danielson Framework and has served as a consultant to hundreds of districts, universities, intermediate agencies, state departments of education, and national ministries and departments of education. She will be speaking with us about her observation framework and the policies and practices that support its implementation.

Also visiting is **Mark Atkinson**, the founder and CEO of Teachscape, an organization that "combines software tools for classroom observation and evaluation, online learning content based on authentic teaching practice, and professional services for support in structuring professional development and implementing school turnaround." Mr. Atkinson has worked closely with Ms. Danielson to develop an online training, practice, and assessment system for observers to ensure that they can make accurate and consistent judgments based on evidence.

To review in advance (In Dropbox):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Questions for Charlotte Danielson

Notes: Ms. Danielson and Mr. Atkinson answered questions regarding the training, cost, and overall implementation for the Framework for Teaching. Mr. Atkinson briefly showed portions of the online training portal. He will give council members access to this portal so that they can review its features and sessions.

2:00 – 4:00 Reading, editing, and continuing to write the interim progress report

Discussion led by Deborah Loewenberg Ball

Notes: The council read and reviewed the interim progress report draft, and Chair Ball made notes throughout the document. Council members agreed to work on specific sections of the report, which will be reviewed over the next week before Thursday's meeting. The council agreed to submit the interim report next Friday, April 27.

Next meeting **Thursday, April 26, 2012**
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Appendix C: In-Meeting Consultations

Name	State/ Position	Date Consulted	Information Provided
Mark Atkinson	Founder and CEO of Teachscape	April 19, 2012	Mr. Atkinson explained and demonstrated Teachscape's online training portal for the Danielson Framework for Teaching (2011).
Sandy Austin	**State of Washington** Project director at the Center for Education Leadership, University of Washington College of Education	March 7, 2012	Ms. Austin contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Rick Catherman	**Michigan** Michigan Music Teacher Evaluation Committee chairperson, Chelsea High School director of bands, and National Board certified teacher	April 26, 2012	Mr. Catherman explained his findings regarding music teacher evaluations, and made recommendations for addressing non-tested subject evaluations.
Beth Carr	Director of District Partnerships, Learning Sciences International	March 20, 2012	Ms. Carr helped the council to learn more about the implementation, feasibility, and training of Robert Marzano's observation protocol.
Charlotte Danielson	Founder of the Danielson Group and creator of the Danielson Framework.	April 19, 2012	In an in-person visit, Ms. Danielson explained more details about training, cost, feasibility, reliability, and validity of the Danielson Framework.
Julie Everly	**Michigan** Assistant superintendent for elementary education, Monroe Public Schools	January 18, 2012	Julie Everly explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools.
Steve Fink	**State of Washington** Executive director at Center for Education Leadership, University of Washington College of Education	March 7, 2012	Mr. Fink contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.

Name	State/ Position	Date Consulted	Information Provided
Edie Holcomb	**State of Washington** Program facilitator at Washington's Teacher and & Principal Evaluation Pilot	March 7, 2012	Mr. Holcomb contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Max Hunsicker	**Michigan** Senior director of coaching and learning, National Heritage Academies	March 1, 2012	Mr. Hunsicker shared information regarding National Heritage Academies' teacher evaluation system.
Jason Kennedy	**Michigan** Principal, Oakridge Public Schools	February 27, 2012	Mr. Kennedy discussed the evaluation system currently used by Oakridge Public Schools.
Tom Livezey	**Michigan** Superintendent, Oakridge Public Schools	February 27, 2012	Mr. Livezey discussed the evaluation system currently used by Oakridge Public Schools.
Dan McCaffrey	PNC Chair in Policy Analysis and senior statistician at RAND Corporation	February 21, 2012	Mr. McCaffrey guided the council through an introduction of Value Added Modeling and answered council members' questions.
Laurie McCullough	Chief Strategy Officer, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Ryan McLeod	**Michigan** Assistant superintendent for secondary education, Monroe Public Schools	January 18, 2012	Mr. McLeod explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools
Michaela Miller	**State of Washington** Program manager, Washington's Teacher and & Principal Evaluation Pilot	April 2, 2012	Ms. Miller shared information regarding the training, cost, and feasibility of an evaluation tool pilot, like the one she is working with in Washington.

Name	State/ Position	Date Consulted	Information Provided
Brian Rowan	**Michigan** Burke A. Hinsdale Collegiate Professor, University of Michigan School of Education	Ongoing	Dr. Rowan has attended many council meetings as an on-going consultant. He has provided guidance around student growth modeling, calculating validity and reliability, assessment, and understanding large scale implementation of evaluation tools in schools and districts.
Lorrie Shepard	**Colorado** Dean & Distinguished Professor, School of Education, University of Colorado at Boulder	March 16, 2012	Dean Shepard met with council members via Skype to explain the educator evaluation reform process in Colorado. She discussed Colorado's timeline, resources, process, and lessons learned.
Ginny Vitello	Research and evaluation director, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Suzanne Wilson	**Michigan** University Distinguished Professor, chair of the department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching, Michigan State University	Ongoing	Dr. Wilson has attended many council meetings as an on-going consultant. She has provided invaluable information regarding observation tools, other states' experiences, and the large-scale implementation of evaluation systems in schools and districts. Dr. Wilson has also written memorandums that helped to organize and articulate the council's ideas and findings.

Appendix D: Out-of Meeting Consultations

Name	Position	Date Consulted	Information Provided
Katy Anthes	**Colorado** Executive director of educator effectiveness, Colorado Department of Education	March 26, 2012	Ms. Anthes provided information regarding Colorado's evaluation reform process. She answered questions regarding Colorado's pilot, cost, and lessons learned.
Amber Arellano	**Michigan** Executive director, The Education Trust Midwest	Ongoing	Ms. Arellano has provided ongoing support and guidance by conducting research, building understanding of other states' evaluation systems, and aiding in the navigation of political environments.
Drew Jacobs	**Michigan** Data and policy analyst The Education Trust Midwest	Ongoing	Mr. Jacobs has provided insight into the waiver process, evaluation tools, and other states' reform processes.
Sarah Lenhoff	**Michigan** Assistant director of policy and research, The Education Trust-Midwest	Ongoing	Ms. Lenhoff has helped the council understand more about pilots, evaluation tools (particularly student growth tools), and building capacity around evaluation systems.
Robert Murphy	**New Jersey** Principal, East Brunswick High School	March 2012	Mr. Murphy discussed the observation tool that New Jersey currently uses to assess teachers. He addressed the cost, feasibility, and feedback from teachers for the tool.
Julia Simmerer	**Ohio** Director, Office of Educator Effectiveness, Ohio Department of Education	April 4, 2012	Ms. Simmerer provided information regarding Ohio's observation tools, their training on these tools, and their pilot. She provided insight on the resources that Ohio needs in order for this process to be implemented effectively.

Name	State/ Position	Date Consulted	Information Provided
Matt Smith	**Colorado** Chair, Colorado State Council for Educator Effectiveness and Vice President, Engineering & IT Systems, United Launch Alliance	April 2012	Mr. Smith discussed how Colorado used information that the pilot program could aid the state, administrators, and teachers in understanding and adapting evaluation systems.

Appendix E: Research and Resources

Other States' Reports		
Document Title	Publishing Organization	Description of Document and Web Link
The State Council for Educator Effectiveness Report and Recommendations (2011)	Colorado's State Council for Educator Effectiveness	This report details the evaluation recommendations made by Colorado's State Council for Educator Effectiveness. Colorado Report
Teacher and Principal Evaluation Pilot Report to the Legislature (2011)	State of Washington's Office of the Superintendent of Public Instruction	This report to the Washington legislature details the teacher and educator evaluation reform process and pilot. Washington Report
The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011)	Rhode Island Board of Regents	This guide explains Rhode Island's teacher and administrator evaluation process. Rhode Island Report
RISE Evaluator and Teacher Handbook 1.0 (2011)	Indiana Department of Education, RISE Evaluation and Development System	This handbook details Indiana's teacher evaluation system. Indiana Report
Building a Breakthrough Framework for Educator Evaluation in the Commonwealth (2011)	Massachusetts Task Force on the Evaluation of Teachers and Administrators	This framework details the educator evaluation system in Massachusetts. Massachusetts Report
North Carolina Teacher Evaluation Process	Public Schools of North Carolina, State Board of Educations, Department of Public Instruction	This report explains North Carolina's teacher evaluation process. North Carolina Report
State Database of Teacher Evaluation Policies – Comprehensive Comparison	National Comprehensive Center for Teacher Quality	This document compares the evaluation systems of three states: Rhode Island, New York, and North Carolina. State Database Comparison

Michigan Department of Education Documents		
Document Title	Publishing Organization	Web Link
Professional Standards for Michigan Teachers	Michigan Department of Education	PSMT Report
Michigan's Teaching for Learning Framework	Michigan Department of Education	TFL Framework
Michigan's School Improvement Framework	Michigan Department of Education	SI Framework

Research Papers and Other Reports		
Document Title	Publishing Organization	Description of Document and Web Link
Gathering Feedback for Teaching (2012)	Bill and Melinda Gates Foundation, Measures of Effective Teaching (MET) Project	This report presents an in-depth discussion of the analytical methods and findings from the Measures of Effective Teaching (MET) project's analysis of classroom observations. Feedback for Teaching Brief
Measuring What Matters (2011)	Aaron M. Pallas, Phi Delta Kappan	This paper argues that all states should adopt a new system of program accountability guided by recommended principles. Measuring What Matters
Teacher Evaluation in Michigan (2012)	The Education Trust – Midwest	This report describes Michigan's teacher evaluation legislation and reform process. Teacher Evaluation in Michigan

Observation Tool Frameworks and Resources		
Document Title	Publishing Organization	Web Link
Charlotte Danielson's Framework for Teaching (2011)	The Danielson Group	FFT 2011 Revised
An Observation Protocol Based on "The Art and Science of Teaching" (2010)	Marzano Research Laboratory	Marzano Observation Protocol

Document Title	Publishing Organization	Web Link
CLASS Implementation Guide (2009)	Classroom Assessment Scoring System, Teachstone Inc.	Class Implementation Guide
UWCEL's 5 Dimensions of Teaching and Learning Instructional Framework (2010)	Center for Educational Leadership, University of Washington College of Education	5D Framework
Understand the Teacher Advancement Program	Teacher Advancement Program Foundation	TAP Overview
The Thoughtful Classroom Teacher Effectiveness Rubric: Administrator's Observation Guide	The Thoughtful Classroom	The Thoughtful Classroom Framework Guide
Rating a Teacher Observation Tool	The New Teacher Project	This power point specifies ways to ensure classroom observations are focused and rigorous. Rating a Teacher Observation Tool

Student Growth Model Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models (2005)	Henry I. Braun, ETS	This paper serves as a review of the opportunities and constraints of value-added models as applied to teacher evaluation. The author argues that value-added models are helpful in identifying teachers in need of professional development and low performing schools, but also includes cautions surrounding technical limitations. Using Student Progress to Evaluate Teachers
Passing Muster: Evaluating Teacher Evaluation Systems (2011)	Brown Center on Education Policy at Brookings	This article provides an overview for evaluating the technical characteristics of teacher evaluation systems and includes worked examples. Passing Muster

Document Title	Publishing Organization	Description of Document and Web Link
The Long-Tern Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood (2011)	Raj Chetty John N. Friedman Johan E. Rockoff	This report addresses the long-term impacts of teachers, and viewing those impacts through student outcome data. Long-Term Impacts of Teachers
Evaluating Teacher Evaluation: Popular Modes of Evaluating Teachers are Fraught with Inaccuracies and Inconsistencies, but the Field has Identified Better Approaches (2012)	Audrey Amrein-Beardsley Linda Darling-Hammond Edward Haertel and Jesse Rothstein Phi Delta Kappan	This article argues that many modes of evaluating teachers are not as reliable as their promoters claim, but other options are available. Evaluating Teacher Evaluation
The Colorado Growth Model: Using Norm- and Criterion- Referenced Growth Calculations to Ensure that All Students are Held to High Academic Standards (2011)	William J. Bonk, Ph.D., SchoolView.org Colorado Department of Education	This brief paper provides an overview of Colorado's student growth model. Colorado Growth Model
A Measured Approach	Daniel Koretz	This paper offers an accessible introduction to measurement issues related to teacher evaluation and value-added models. A Measured Approach
Getting Value Out of Value-Added: Report of a Workshop (2010)	Henry Braun, Naomi Chudowsky, and Judith Koenig The National Academies	This document summarizes the perspective of participants in a 2008 National Research Council workshop on value-added models. Report of A Workshop
Using Student Performance to Evaluate Teachers (2011)	Rand Education	This document summarizes the importance of incorporating multiple measures of teacher performance in an evaluation system. Student Performance to Evaluate Teachers

Non-Tested Subject Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Measuring Student Achievement in Non-Tested Grades and Subjects: Approaches, Issues, and Options for DCPS (2011)	District of Columbia Public Schools	This report documents Washington, D.C.'s system of evaluating teachers with non-tested subjects and grades. DC Non-Tested Grades and Subjects
Measuring Growth for Non-Tested Subjects and Grades (2011)	Tennessee First to the Top	This report documents Tennessee's system of evaluating teachers with non-tested subjects and grades. Tennessee Non-Tested Grades and Subjects

Appendix F: Advisory Committee Members

Name	Position	Organization	Representing
Dan L. DeGrow, Chair	Superintendent	St. Clair County RESA	public school administrators
Amber M. Arellano	Executive Director	The Education Trust-Midwest	public school administrators
Ernst A. Bauer	Research, Evaluation and Assessment Consultant	Oakland Schools	public school administrators
William C. Chilman, IV	Superintendent	Beal City Public Schools	parents of public school pupils
Barbara F. Mays	Vice-Chair	Barton Elementary School Parent Organization	parents of public school pupils
Mary A. Kovari	Principal	Detroit Institute of Technology High School	public school administrators
Kirstin G. Queen	HR Manager	Ford Motor Credit Company	parents of public school pupils
John F. Haan	Elementary Teacher	Charlevoix Public Schools	public school teachers
Tonya Allen	Chief Operating Officer and Vice President	Program for The Skillman Foundation	parents of public school pupils
Ingrid J. Guerra-Lopez	Director	Wayne State University Institute for Learning and Performance Improvement	public school teachers
Krista L. Hunsanger	Teacher	Grand Ledge Public Schools	public school teachers
Colin Ripmaster	Principal	Mattawan High School	public school administrators
Richard S. Carsten	Superintendent	Ida Public Schools	public school administrators
Matthew T. Wandrie	Superintendent	Lapeer Community Schools	public schools administrators
Nathan R. Walker	Organizer	American Federation of Teachers Michigan	public school teachers
Tammy M. Wagner	Dickinson		parents of public school pupils

Appendix G: Advisory Committee Report

The Advisory Committee to the Governor's Council on Educator Effectiveness (GCEE) was established to provide input on the recommendations of the GCEE. In order to fulfill this role, the Advisory Committee convened to begin developing a foundational understanding of the five key components of the educator evaluation system upon which the GCEE will make recommendations to the legislature. Based on their work over the course of four meetings, the Advisory Committee submits the following summary to the GCEE:

General Comments

The Advisory Committee supports the GCEE in seeking additional time beyond April to assess potential tools given the high stakes for successful and sustainable implementation. This is in keeping with the work taking place in other states. In a similar project in the State of Colorado, for example, a two-year period was spent selecting a tool that is currently being piloted this year. Thought should be given to implementing a pilot project for each of the tools design for Michigan.

The Advisory Committee also supports development of a communications plan and feedback process as a critical first step to ensure stakeholder input is considered. This will increase the likelihood of support. We recommend that the communications plan includes the following information:

1. Clearly identifies the legal foundation and rationale for change as well as communicates the data upon which the necessity for the tool was determined;
2. Addresses a broad group of stakeholders to include teachers, administrators, students, parents and the community;
3. Communicates the importance of teacher quality in student learning. Research from the past few decades has demonstrated that teachers are the single most significant in-school predictor of student achievement. As such, it is critical that the evaluation process incorporates high expectations and contributes to teacher development.
4. Establishes a common language for key components of the tool;
5. Is constructed in such a way as to convey fidelity of the tool and the plan;
6. Identifies the Student Growth and Assessment tool as a pilot that will employ use of a formal feedback mechanism for effective year-to-year improvements; and
7. Includes a thoughtful roll-out plan that contains a thorough Question and Answer document.

I. Student Growth and Assessment Tool

Critical Factors and Suggested Elements of the Student Growth and Assessment Tool

We support a Student Growth Tool that:

1. Reflects elements of successful national models.
2. Creates a model that positively impacts school culture and educator behavior, encourages collaborative professional dialogue and serves as a catalyst for teacher professional growth and continuous improvement.
3. Defines state expectations for student growth that are applicable for all districts and charter schools in the state and may be used for some portion of the total student growth component.
4. Provides a clear measure of student growth to engender stakeholder understanding and trust.
5. Is comprehensive enough to address a variety of circumstances, yet simple enough to be clear and build understanding of what data means and how it impacts teacher behavior (performance) and results.
6. Is valid in multiple contexts within different types of classrooms, schools and districts, yet not diluted to the point at which it becomes minimally effective for all.
7. Incorporates elements of student growth applicable to individual teachers as well as collective accountability applicable across all teacher groups.

8. Accounts for classroom differences and addresses growth defined in a variety of contexts – core versus non-core, individual classroom versus building, etc.
9. Defines a clear target of expected growth as well as what constitutes above and below expectations.
10. Incorporates artifacts as valuable components of performance evaluation.
11. Includes multiple assessments that are age-appropriate and specific.
12. Is constructed to make intuitive sense to practitioners with clarity as to how the measures impact educator practice.
13. Includes ongoing evaluation with annual opportunities for stakeholder review and feedback.

Identified Challenges

1. The model must be tested. There is a concern for psychometric issues – reliability, validity, standard error, etc.
2. The model must be connected with the Teacher Evaluation and Administrator Evaluation tools.
3. The model should address concerns over data integrity.
4. The tool should support a culture of collaboration versus competition.
5. There is concern over lack of expertise in using data: developing assessments, understanding formative and summative assessment, and examining student work are significant challenges.
6. There are many outside factors that impact students (i.e. divorce, death in family, etc.) and classrooms (i.e absenteeism, mobility, etc.) that may not be accounted for in formulas.

II. Teacher Evaluation Tool

Critical Factors and Suggested Elements (TECF)

We support a Teacher Evaluation Tool that:

1. Serves as a pathway to highly effective teaching.
2. Emphasizes a culture of collaboration versus competition.
3. Represents nationally agreed upon dimensions of professional practice and utilizes a clear, common language.
4. Identifies target behaviors in a graduated approach that applies appropriately to first year teachers and to veterans.
5. Utilizes multiple indicators (observations, portfolios, artifacts, etc.) to identify progress.
6. Relies upon data collected throughout the school year rather than a moment in time.
7. Includes multiple student assessments – both formative and summative – at local, state and national levels.
8. Incorporates technology solutions to assist with data collection and management.
9. Considers Master Teachers as partners in the evaluation team.
10. Incorporates feedback from students and parents.

Identified Challenges (TEIC)

1. Development of a system that reflects fidelity for teachers of all disciplines.
2. Weighting of domains to reflect priority of components leading to teacher growth.
3. Common quality training for administrators and teachers to assure consistency among raters.
4. Determining a student growth model that aligns local and state value-added measures that are reliable and valid.
5. Designing inputs to reduce potential for subjectivity.
6. Time involved for administrators to complete evaluations.
7. Teacher support and understanding of components.

Appendix H: Advisory Committee Responses to MCEE Questions

Michigan Council for Educator Effectiveness
Response from the Advisory Council

The Advisory Committee to the Governor's Council on Educator Effectiveness (GCEE) offers the following in response to questions from the GCEE. Numbers listed after each statement refer to comments and suggestions shared in the Advisory Committee Summary of Components I and II.

1. What should be the design principles for an educator evaluation system?

Candidate design principles might include:

a) The system should be committed to and structured to support ongoing educator learning and development. [TECF 1, TECF 4]
b) Expectations should be clear and rigorous. [TECF 3]
c) The system should involve multiple measures. [TECF 5]

Response: There is a consensus that each of the above design principles should be included. The evaluation system will influence behaviors of evaluators as well as those being evaluated. While the common goal is a positive change in school culture and improvement in student learning, there is a risk of compromised student learning in the pursuit of high scores.

2. What should be the criteria for selecting observation processes and tools?

Candidate criteria might include:

a) The instruments should be aligned with relevant state and national standards for educators. [TECF 3]
b) The instruments should be used both for describing practice and supporting on-going educator learning/development. [TECF 1, TECF 4, TEIC 2]
c) The instruments should be accompanied with a rigorous and on-going training program for evaluators. [TEIC 3]
d) Independent research on the reliability and the validity of the instruments should be available. [TEIC 4]
e) The demands of the process should be feasible (in terms of personnel, time, and financial cost). [TECF 8, TEIC 6]

Response: There is a consensus that each of the criteria is acceptable.

3. *What other potential components of the educator evaluation system would you suggest?*

Among the components used in other states are the following:

a) Pre- and/or post-observation conferences [TECF 5]
b) Summative evaluation conferences
c) Teacher self-assessments and reflections
d) Educator growth plans
e) Locally developed assessments of student learning [TEIC 4]
f) Structured review of student work
g) Teacher artifacts using portfolio or evidence binder processes [TECF 5]
h) Feedback from students, parents, and/or other teachers using structured survey tools [TECF 10]

Response: All of these are potentially valuable components. Caution should be exercised when determining how many elements are involved in the default model. Some may be better left to local

decisions as districts adapt the state model to their own system. In addition, a glossary of terms should be included as critical to development of a common understanding of the targets.

4. What lessons have districts and schools learned about instituting fair and feasible educator evaluator systems that we should be cognizant of?

Response: Based on the collective input of the Advisory Committee, we submit the following insights from local schools:

a) Too rigid a document or a top-down approach will not change culture. Local buy in is required. The value-added model should not be divisive and counter-productive to improving collaborative practices.
b) The tools must allow some local flexibility to fit local needs.
    - The system must be fair and flexible - tight on core components and loose on optional components.
    - Local teachers must have some control over the growth goals they select.
c) Multiple measures of effectiveness are important, including:
    - reliable and valid student achievement data;
    - portfolios that provide examples of student learning; and
    - teacher self-evaluation components.
d) It would be helpful to make distinctions in teaching effectiveness. Some teachers are better at teaching high-needs or at risk students. Achievement in this population may not increase at the same level as other students and teachers who are making a difference with high-needs populations should not be penalized for slower growth rates.
e) Quality protocols for training evaluators are critical. We would like to see MDE provide training.
f) The time involved in conducting evaluations is a concern. We would like to see a system where other non-principal evaluators, including Master Teachers, can contribute.
g) The student growth model component is emerging as the most problematic. A concrete example must be provided that addresses the following considerations:
    - Nationally-normed tests, by definition are insensitive to instruction.
    - Local teachers should have input into student growth and assessment criteria.

Appendix I: Michigan Department of Education Framework for Learning

Foundations

1. Classroom Management: Create an environment for learning; set expectations, establish routines, embed technology in instruction, motivate students, and form supportive personal relationships with students in order to maximize instruction.

2. Educator Responsibilities: Sustain a deep understanding of both content and pedagogy; continually seek professional growth and development; use technology to enhance teaching and learning; collaborate through professional learning communities to enhance planning, instruction, and pedagogical knowledge; reflect on professional practice.

3. Essential Teacher Beliefs: Maintain firm attitudes concerning equity and anti-racism; set high expectations for all students; uphold the principle that all students can grow their intelligence; foster student motivation and improve student attitudes; display urgency and relentlessness with regards to student growth; take ownership of outcomes.

4. *Initial and On-Going Instructional Planning*: Conduct backward planning to create rigorous lesson, unit, and long-term plans; use standards and objectives to ground plans; embed technology in instruction.

5. *Investing Families and the Community*: Collaborate with the community to support students; build an open line of two-way communication between parents and teachers; communicate with students' families when making decisions; work with parents to create a healthy learning environment at home; establish a volunteer program through which parents can become involved in classrooms and schools.

Strategies for Instruction

1. *Activation and Extension of Knowledge*: Use technology to activate and extend knowledge; enhance students' ability to make connections and deepen knowledge; provide mnemonic devices to help students remember and think about content; enable students to understand the relevance of content.

2. *Differentiation*: Assess students' academic strengths and areas for growth; recognize students' multiple intelligences; tailor lessons to meet the needs of diverse learners; use technology to comply with students' learning preferences.

3. *Engagement and Motivation of All Learners*: Plan lessons that are culturally relevant for students; reinforce effort and positive behavior with recognition and praise; tap in to student interest and expertise.

4. *Flexible Grouping*: Create cooperative groups that are flexible and fluid; provide students the opportunity to work in both heterogeneous and homogenous groups; vary teaching methods between individual and whole group instruction.

5. *Multiple Opportunities for Practice, Mastery, and Assessment*: Provide students with academic choice; use both alternative and authentic assessments; incorporate technology into the testing process; evaluate students using both formative and summative assessments; give students the opportunity to practice skills and deepen knowledge through meaningful homework assignments.

6. *Scaffolding*: Confer with students; Use graduated questioning to support and challenge students in their learning; space learning over time; use direct instruction.

7. *Stimulation of Critical Thinking and Problem Solving*: Engage students in critical discussion surrounding content; allow students to generate and test hypotheses; lead students to practice and enhance higher order thinking skills; encourage students to consider their own learning; enable students to summarize content and compare and contrast ideas.

Using Data

1. *Instructional Decision-Making*: Use data to identify instructional needs, match instructional strategies to identified needs, monitor student progress, and set goals; provide feedback to students upon identification of strengths and weaknesses; track student data with technology.

2. *Using Multiple Data Sources*: Use formal assessment data, informal assessment data, and non-assessment data to drive instructional decision-making.

Appendix J: Michigan Department of Education School Improvement Framework

Strand I: Teaching and Learning
Standard 1: Curriculum
- Curriculum is aligned to standards, reviewed, and monitored
- Curriculum is communicated to teachers and parents

Standard 2: *Instruction*
- Instruction is planned, aligned with curriculum and student needs
- Instruction is delivered effectively

Standard 3: Assessment
- Assessments are aligned to curriculum and instruction
- Assessment data is reported and used to tailor instruction

Strand II: Leadership
Standard 1: *Instructional Leadership*
- An educational program is in place
- Teachers are provided instructional support

Standard 2. *Shared Leadership*
- School maintains a culture and a climate that are conducive to student learning and growth.
- Shared leadership supports continuous improvement

Standard 3. Operational and Resource Management
- Resources are allocated appropriately
- Operations are managed

Strand III: Personal and Professional Learning
Standard 1. *Personal Qualifications*
- School leaders, teachers, and staff are knowledgeable, skillful, and professional
- Educators meet state, district, and school requirements

Standard 2. *Professional Learning*
- Educators collaborate to increase professional learning
- Educators participate in professional development to increase content and pedagogical knowledge
- Professional development is aligned with curricula

Strand IV: School and Community Relations
Standard 1. *Parent/Family Involvement*
- School effectively communicates with parents and families
- Engages parents and families in student learning and school activities

Standard 2. *Community Involvement*
- School effectively communicates with community members
- Involves community members in student and school activities

Strand V: Data and Information Management
Standard 1. *Data Management*
- Data is generated, identified, and collected
- School makes data accessible to teachers, parents, and students
- Data is used to support teachers and students

Standard 2. *Information Management*
- School analyzes and interprets school information
- School applies information

Appendix K: Professional Standards for Michigan Teachers

Standard #1: Subject Matter Knowledge-Base In General and Liberal Education: An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts.

Standard #2: Instructional Design and Assessment: Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles).

Standard #3: Curricular and Pedagogical Content Knowledge Aligned with State Resources: Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools.

Standard #4: Effective Learning Environments: Management and monitoring of time, relationships, students, and classrooms to enhance learning.

Standard #5: Responsibilities and Relationships to the School, Classroom, and Student: Systematic reflection to organize and improve teaching and develop effective relationships.

Standard #6: Responsibilities and Relationships to the Greater Community
Participation in professional, local, state, national, and global learning communities.

Standard #7: Technology Operation and Concepts: Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication.

Appendix L: Michigan Assessment Timeline

Type	Level	Subject	Grades		2011-12		2012-13		2013-14		2014-15		2015-16	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AA-AAS	Elementary & Middle School	ELA	3-8	3-8	MI-A[1]	-	MI-A	-	MI-A	-	MI-A	DLM[2]	-	DLM
		Math	3-8	3-8	MI-A	-	MI-A	-	MI-A	-	MI-A	DLM	-	DLM
		Science	5 & 8	4 & 7	MI-A	-	MI-A	-	MI-A	-	MI-A	MI-A	-	MI-A
		SocStud	6 & 9	5 & 8	-	-	-	-	MI-A	-	MI-A	MI-A	-	MI-A
	High School	ELA	-	11	-	MI-A	-	MI-A	-	MI-A	-	DLM	-	DLM
		Math	-	11	-	MI-A	-	MI-A	-	MI-A	-	DLM	-	DLM
		Science	-	11	-	MI-A	-	MI-A	-	MI-A	-	MI-A	-	MI-A
		SocStud	-	11	-	-	-	-	-	?	-	MI-A	-	MI-A
AA-MAS	Elementary & Middle School	Reading	3-8	3-8	ME-A[3]	-	ME-A	-	ME-A	-	ME-A	-	-	-
		Math	3-8	3-8	ME-A	-	ME-A	-	ME-A	-	ME-A	-	-	-
		Writing	3-8	3-8	ME-A	-	ME-A	-	ME-A	-	ME-A	-	-	-
General Summative	Elementary & Middle School	Math	3-8	3-8	MEAP[4]	-	MEAP	-	MEAP	-	MEAP	SBAC[5]	-	SBAC
		Reading	3-8	3-8	MEAP	-	MEAP	-	MEAP	-	MEAP	SBAC	-	SBAC
		Writing	4 & 7	3-8	MEAP	-	MEAP	-	MEAP	-	MEAP	SBAC	-	SBAC
		Science	5 & 8	4 & 7	MEAP	-	MEAP	-	MEAP	-	MEAP	MEAP	-	MEAP
		SocStud	6 & 9	5 & 8	MEAP	-	MEAP	-	MEAP	-	MEAP	MEAP	-	MEAP
	High School	Math	-	11	-	MME[6]	-	MME	-	MME	-	SBAC[7]	-	SBAC
		Reading	-	11	-	MME	-	MME	-	MME	-	SBAC	-	SBAC
		Writing	-	11	-	MME	-	MME	-	MME	-	SBAC	-	SBAC
		Science	-	11	-	MME	-	MME	-	MME	-	MME	-	MME
		SocStud	-	11	-	MME	-	MME	-	MME	-	MME	-	MME
Interim Benchmark Assessments	Elementary & Middle School	Math	K-2		-	-	-	-	-	-	IB-GL[8]		IB-GL	
		Reading	K-2		-	-	-	-	-	-	IB-GL		IB-GL	
		Writing	K-2		-	-	-	-	-	-	IB-GL		IB-GL	
		Science	3-8		-	-	-	-	-	-	IB-GL		IB-GL	
	High School	English	9-12		-	-	-	-	-	-	?		IB-CC[9]	
		Math	9-12		-	-	-	-	-	-	?		IB-CC	
		Science	9-12		-	-	-	-	-	-	?		IB-CC	
		SocStud	9-12		-	-	-	-	-	-	?		IB-CC	
Model Assessments	Elementary & Middle School	Science	K-2		-	-	-	-	-	-	M-GL[10]		M-GL	
		SocStud	K-8		-	-	-	-	-	-	M-GL		M-GL	
		Other	K-8		-	-	-	-	-	-	M-GL		M-GL	
	High School	Other	9-12		-	-	-	-	-	-	M-CC[11]		M-CC	

1. MI-Access (Michigan's Alternate Assessment based on Alternate Achievement Standards).
2. Dynamic Learning Maps. A consortium developing an alternate assessment to replace MI-Access in ELA and mathematics.
3. MEAP-Access (Michigan's Alternate Assessment based on Modified Achievement Standards). Ceases upon adoption of SBAC.
4. Michigan Educational Assessment Program (Michigan's general assessment for elementary and middle school).
5. Smarter/Balanced Assessment Consortium. A consortium developing assessments to replace MEAP in reading, writing, and mathematics.
6. Michigan Merit Examination (Michigan's general assessment for high school).
7. SBAC assessments in high school can optionally be taken by 9th and 10th graders.
8. Interim benchmark grade level assessments.
9. Interim benchmark course content assessments.
10. Model grade level assessments.
11. Model course content assessments.

Appendix M: Evaluation System Pilot Proposed Budget

Staff costs	$	460,693
ACT Explore/Plan costs		1,307,700
CAT costs		582,650
Observation costs		2,805,900
VAM Analysis, $50,000/test for MEAP, MME, MIA, EPA, and CAT		250,000
Rostering/Data Hosting ($3/student)		225,000
External vendor to assist districts in incorporating existing common assessment non-tested grades & subjects:		250,000
Evaluation Write up		200,000
Analysis of Combined Metrics		100,000
Analysis of Observation Metrics		100,000
Observation tool Cost		100,975
Total Pilot Costs	**$**	**6,382,918**
ACT/Explore/Plan costs already incurred	$	(328,500)
Net Pilot Costs	**$**	**6,054,418**

From: Flanagan, Mike (MDE)
Sent: Monday, June 18, 2012 10:25 AM
To: (MDE-ISD-Superintendents@listserv.michigan.gov); (MDE-LEA-SUPERINTENDENTS@LISTSERV.MICHIGAN.GOV); Principals (MDE-LEA-Principals@listserv.michigan.gov); (MDE-PSA-DIRECTORS@LISTSERV.MICHIGAN.GOV)
Cc: Barbara Markle; Bill Miller; Brad Biladeau; Brian Broderick; Dan Quisenberry; David Hecker; David Martell; David Randels; Edward Blews, Jr.; Flanagan, Mike (MDE); Gerald Peregord; Gretchen Dziasdosz; Jamey Fitzpatrick; Kathy Hayes; Michael Boulus; Michael Hansen; Ray Telman; Sandra York; Steven Cook; Wendy Zdeb-Roper; William Mayes
Subject: TIME SENSITIVE request for help for the Michigan Council for Educator Effectiveness
Importance: High

Friends,

I have been asked to forward the request below, and the attached application, from Deborah Loewenberg Ball (Dean at U of M), Chair of the Michigan Council for Educator Effectiveness. I fully support the work of the Council and encourage you to consider becoming a pilot district for its work. This will be an important component in moving Michigan schools forward and ensuring we have the highest quality teachers and evaluation instruments in our schools. m

Mike Flanagan
State Superintendent of Public Instruction
Michigan Department of Education
Follow me on Twitter: www.twitter.com/SuptFlanagan

Supporting achievement for EVERY student through a Proficiency-Based system of education.

Educator Effectiveness (MCEE) is requesting applications from districts interested in participating in the pilot study of educator evaluation in 2012-13. The attached document provides an explanation of the pilot study and outlines the benefits to districts that participate as well as the requirements that will be involved. Applications are due by Friday, June 29, 2012.

The members of the MCEE unanimously support this pilot and we hope that you will consider applying to be selected to participate next year. This is very important work on behalf of the state of Michigan, and will help to ensure that the MCEE makes the best possible recommendations. It is also an opportunity to learn about several key elements of educator evaluation, from issues involved in observation of instruction to ways to calculate students' growth fairly and accurately.

If you have any questions, please contact Cori Mehan (cfmehan@umich.edu or 901.488.4548), project manager for the MCEE.

Thank you for considering applying to this important initiative.

Sincerely,

Deborah Loewenberg Ball
Chair, Michigan Council for Educator Effectiveness (MCEE)

Michigan Council for Educator Effectiveness

Request for Applications for Participation in the Michigan Council for Educator Effectiveness (MCEE) Pilot Study of Educator Effectiveness Tools

The **Michigan Council for Educator Effectiveness (MCEE)** seeks applications from Michigan school districts to participate in a pilot study of approaches to educator evaluation during the 2012–13 school year.

Pending appropriations from the Michigan legislature to fund the pilot, the MCEE will select approximately 12 districts to participate in the pilot. Districts may apply to participate in the pilot regardless of the degree of development and implementation of their own educator evaluation systems. Participating districts may choose to apply to participate at the elementary, middle, or secondary school levels, or at all levels; however, preference will be given to districts that apply to participate at all levels. MCEE will make its selection of districts based on geographic location, demographics, and size in order to make the study as representative as possible of Michigan school systems.

The pilot study will be structured as a set of activities and research projects managed and executed by an external university-based research partner under the direction of the MCEE. Districts in the pilot will be expected to cooperate with the external organization to assure the quality of the pilot study. This will include the submission of administrator, teacher, and student data, as well as teacher and school administrator surveys, videos, and interviews. All submitted data will be treated with complete confidentiality in accordance with standards of all applicable institutional review boards. The results of this pilot study will inform the final recommendations of the MCEE regarding a statewide educator evaluation system. An application form is attached.

Benefits of and Requirements for Participation in the Pilot

Classroom Observations

- Training will be provided for school administrators and other school professionals on one of the classroom observation frameworks selected by MCEE for the pilot (e.g., Framework for Teaching; Marzano Observational Protocol; 5 Dimensions of Teaching and Learning; Thoughtful Classroom; TAP).
- Trained external observers will carry out observations simultaneously with school administrators and other school professionals.
- Participants will conduct classroom observations as required by the framework being piloted, including number, type, and length of observations and pre- and post-observation conferencing.

Assessments

- Pretesting of all students will take place in September 2012.
- Training of proctors as needed for ACT test administration will be provided.
- Pre- and post-administration of the ACT suite of college-readiness indicator tests will be provided, including:
  - EXPLORE (for grades 7–9)
  - PLAN (for grade 10)
  - ACT (for grades 11 and 12)
- Pre- midyear- and post-administration of a computer adaptive test (CAT) in at least reading and mathematics in grades K–6 will be provided.
- Sufficient access to computers is a requirement for participation.

Growth/Value Added Measures

The following growth/value added measures will be calculated by the independent organization and provided to districts:

- Individual student growth measures based on the EXPLORE/PLAN/ACT results.
- Individual student growth measures based on the CAT results.
- Value Added Modeling (VAM), tying student growth data to individual teachers run on the MEAP, MME, MI-Access, EXPLORE/PLAN/ACT, and the CATs.

Scoring of Educator Effectiveness

Participating districts will be required to determine ratings for teachers, based on data collected in the pilot.

Assessing Student Growth in a Non-Core Subject

Participating districts will be asked to develop a student growth tool in at least one non-core subject, such as music, physical education, or the arts, in at least one grade level as part of the pilot study.

Administrator Evaluation

Participating districts will also take part in the pilot of the administrator evaluation tool during the winter and spring of 2013.

Michigan Council for Educator Effectiveness • ph: 901.488.4548 • fax: 734.764.3473 • cfmehan@umich.edu
610 East University Avenue, Suite 1110 • Ann Arbor, MI 48109-1259

MCEE Michigan Council for **Educator Effectiveness**

Application for Participation in the
Michigan Council for Educator Effectiveness (MCEE)

Pilot Study of Educator Effectiveness Tools

District name: _____ District code: _____

Your name: _____ Phone: _____ Email: _____

Number of school buildings by grade configuration:

Elementary	Middle/Junior High	High School

Number of teachers by grade level:

K	1	2	3	4	5	6–8	9–12

Number of students in each grade level:

K	1	2	3	4	5	6	7	8	9	10	11	12

Describe what is currently in place for educator evaluations in your district:
Please include copies of your current observation tool and administrator evaluation system as attachments when you submit this form.

Describe the people who are currently responsible for educator evaluations in your district. Include the number per building and their roles (e.g., superintendent, principal, assistant principal, lead teacher, etc.):

List the current student achievement assessments currently in use in your district:

Explain how growth is currently incorporated into educator evaluations and the measures that are used:

Save this document, then send completed form and required attachments to **Cori Mehan**, MCEE project manager, **cfmehan@umich.edu**.

Deadline: June 29, 2012

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610 East University Avenue, Suite 1110 • Ann Arbor, MI 48109-1259

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
Special Education Actual Cost	SE-4096	MCL 388.1651	**DONE**	In an effort to avoid duplication, this will be an electronic submission in FID for school year 2011-2012.
Special Ed. Transportation Expenditures	SE-4094	MCL 388.1658	**DONE**	In an effort to avoid duplication, this was moved to FID in 2007.
3WIN - Special Education Child Count Collection	3WIN		**DONE**	In an effort to avoid duplication, the Fall 2011 Count Day was changed in the School Aid Act to consolidate the collection of data.
Supplemental Nutrition Eligibility (Direct Certification)		MCL 388.1631a	**DONE**	Have made positive changes and included this in the Fall consolidation. Also, the federal government has indicated that direct certification is the process they are using and will not be changing this. It would be advantageous to school districts if more complied with the move to direct certification.
Supplemental Nutrition Eligibility		MCL 388.1631a	**DONE**	In an effort to avoid duplication, this was consolidated into the Fall Count Day data collection. Also, the data is a good measure and is used to receive over $700 million in federal funding.
At-Risk Pupil Free and Reduced Meals Count	FS-4731-C	MCL 380.1631a	**DONE**	In an effort to avoid duplication, this report was consolidated into the Fall Count Day data collection.
State Report for information of Suspended/Expelled Handicapped Pupils			**DONE**	Suspensions and expulsions for students with disabilities are already collected in the MSDS. The data collected is required by the federal government.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
Early Roster: New students and Building Change Assignments - ONLY. Certified by August 31, 2011			**DONE**	This is a key report for all Fall assessments and it replaces pre-ID process handled in the assessment application. This report greatly reduces workload for local assessment coordinators to pre-ID students by having pupil accounting do this report, and helps MDE control print quantities and materials costs for the testing programs. This direct certification process is a one-stop (tell the state once, use the data many times) approach compared to the past.
NEW for 2011-2012 **Completion of the School Data Profile/Analysis** is required on SOP/A the Advanc-ED website. Submittal Allowed Date: April 1, 2010, Due Date: September 1, 2011.	SOP/A		**DONE**	The reporting requirement is much easier as it is now in an electronic format. In addition, unnecessary and outdated reporting requirements were removed. This is part of the state and federal requirements that the school complete a comprehensive needs assessment. This is the school data section.
Student Record Maintenance: Summer Graduates prior to August 31and Exit Status changes for Cohort class of 2011 for GAD - AS OF DATE PRIOR TO 9/1/11. Certified by September 28, 2011.	SRM		**DONE**	Reporting is OPTIONAL and has been consolidated into the Fall data collection.
Final Performance Report for ARRA Education: Due October 30, 2011			**DONE**	It will continue for an additional year after ARRA funding runs out.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
The Final Performance Report for 2010-2011: Is due at this time if all of the funds have been expended. If there are funds remaining after the 2010-11 school year, they may be 2010-2011 Education used through September 30, 2012 and the Final Performance Report would be due Date: October 30, 2011.			**DONE**	This is a final report that is not required after the October 2011 reporting date.
Basic Instructional Materials		388.1766c	**DONE**	This section was repealed by 2011 PA 62, effective 10/1/11.
Biennial Report to the Legislature on alternate methods of distributing GSRP funds.		388.164	**DONE**	Eliminated in the FY 2012 School Aid Act.
Great Parents, Great Start - Legislative report summarizing the data collection reports used for Department of Human Services (DHS) for Temporary Assistance to Needy Families (TANF) Maintenance of Effort. Due December 1.		MCL 388.1632j(5)(c)	**DONE**	Reporting requirement was eliminated as part of the School Aid Act. This TANF report is now filed by DHS.
Readiness Assistance Report - Legislative report on review of Great Start Readiness Program funding distribution. Due biennially.		MCL 388.1640	**DONE**	This was eliminated as part of FY 2012 School Aid Budget. MDE reviews all funding every year in its recommendations for the budget. This report is a duplication of effort.
Dashboard - Best Practices		PA 62 of 2011 - Section 22f	**DONE - Best Practices**	MDE has created a dashboard that school districts may use. This will save districts valuable time and money and allow them to easily attain one of the 4 best practices required to receive the additional $100 per pupil in the 2011-2012 School Aid Budget.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
Service Consolidation Plan		388.1611d - portion	**DONE - Best Practices**	Section 22f of the School Aid budget included one-time grants for best practices. School districts will receive an additional $100 per pupil should they complete 4 of the 5 best practices. One of the best practices requires a district to enter into a consolidation plan or continue with an established plan with MDE.
Student Record Maintenance for Enrollees and Exited students to update for Assessment Information- Students pulled from 2/9/11to 3/31/11ONLY. Certified by March 31, 2011.	SRM		**DONE (LATER)**	The Office of Career and Technical Education requires this data even if the assessment portion is fixed. It is important to note that when testing moves to the Spring in 2014-15, this will assist in the consolidation of the reporting requirements.
Section 1512 reporting is specific to ARRA Districts use the Michigan Electronic Grants System (MEGS) to complete the report programs and Education Jobs Funds. **Due Dates**: April 5, 2011. July 5, 2011, October 5, 2011.	Quarterly Section 1512 Reporting		**DONE (LATER)**	It will continue for an additional year after ARRA funding runs out. This is used to track Education jobs and SIG.
School Improvement: Requires all schools to submit school improvement plans.			**DONE: Currently working on consolidating the information and streamlining the process.**	CEPI and MDE are already working to address this matter by putting in place a process to prepopulate data already submitted by school districts. Additional recommendations will be completed by mid-October that should further reduce the time required to complete the school improvement plans.

Elimination of Burdensome Reports - Completed
December 2011

Attachment 12.A

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
MSDS General Collection	MSDS	MCL 388.1607	**DONE - Currently working to address this.**	CEPI and MDE are already working to address this matter. There are two validation reports available in the application - both summary and detail. These can be printed and reviewed and provide the details on the submission errors.
CEPI - Early Childhood	MSDS	MCL 388.1632d	**LATER**	This is part of the Block Grant discussion. As part of the Governor's Executive Order, the Office of Great Start working on a report due in Jan. 2012.
Early Childhood Collection: Count Day is February 9, 2011 and Certified by February 23, 2011.	ECHO		**LATER**	This is part of the Block Grant discussion. As part of the Governor's Executive Order, the Office of Great Start is working on a report due in Jan. 2012.
District Process Rubrics or District SAR will be completed on the Advanc-ED website Report Opens: December 13, 2010 and Report Due: April1, 2011. Report Opens: December 13, 2010 Report Due: April1, 2011.	DPR or District SAR		**LATER - MDE is currently working on streamlining this.**	MDE is currently working on this. This is a self report but some federal requirements would have to be removed to assist in the streamlining. Potential need for a Resolution to Congress.
SPR 40/90 or SA: Report Opens: December 13, 2010 and Report Due: March 11, 2011.			**LATER - MDE is currently working on streamlining this.**	MDE is currently working on this. This is a self report that is part of the ED Yes!
Voc-Ed Report	VE-4044		**DONE**	This was a federal grant reporting requirement that has been merged with another form.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
Bus Route Certification	DS-4159		**DONE**	This report was absorbed into the SE-4159 bus ridership form required in the transportation administrative rules to count the rides on the pupil count day. The data is used to split costs between regular education and special education for the court ordered payment under the Durant I decision.
CTE Course Offerings	4001-C		**DONE**	This was a report used for the State School Aid Act reporting, but it has been eliminated.
Advanced Certificate Renewal	TE-4920		**DONE**	It isn't a report, rather an individual application for teaching certification. This application form is no longer used since all teaching certificates are issued and renewed through the Michigan Online Educator Certification System (MOECS).

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Interim Federal Expenditure: Early On			**RESOLUTION TO CONGRESS**	MDE only asks for the minimum federal requirement. This is for 3 grants and the grants are for two years each. Yes, the information is quite detailed, but the application is required should they want to receive the funding for the second year.
Certification of Constitutionally Protected Prayer		NCLB, Section 9525	**RESOLUTION TO CONGRESS**	This information isn't collected anywhere else.
Local Education Agency Planning Cycle Application: Planning Component of the Consolidated Application completed on the Advanc-ED website. Due Date for July 1, 2011 Obligation Date: TBD	LEAPCA		**RESOLUTION TO CONGRESS**	This is federally required in ESEA and contains information necessary to approve the use of funds for programs and services.
The Annual Education Report: Needs to be published on the district's and school's websites respectively with links to the Data for Student Success. Published on Website 15 Days Before the Start of the School Year.	AER		**RESOLUTION TO CONGRESS**	This is highly technical and specified in NCLB. It's been revamped recently but still a waste. Parents are sent a 26 page document to fill out and submit tot he district. The Annual Education Report is required under ESEA for all districts in states that receive Title I funds. The report must be published and all the fields are required.
State Schools for the Deaf and Blind as Public Schools Act		MCL 393.21, 393.51, 393.61	**STATE LEGISLATION - AMEND**	Update archaic language.
Michigan School for the Blind Act		1893 PA 123 - MCL 393.101 – 393.111	**STATE LEGISLATION - AMEND**	Update archaic language. If amended, repeal MSD Act.
Michigan School for the Deaf Act		1893 PA 116 - MCL 393.15 – 393.69	**STATE LEGISLATION - AMEND**	Update archaic language. If amended, repeal MSB Act.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
School for the Blind - State Board of Education Act		MCL 388.1008b	**STATE LEGISLATION - AMEND**	Authority was transferred from State Board of Education to the Superintendent of Public Instruction by Executive Order. Language should be updated. Reference to “state board” should be amended to “superintendent of public instruction. "Reference to "as authorized by the superintendent of the school for the blind" should be amended to "as authorized by the superintendent of public instruction. Reference to “school for the blind” should be amended to “students who are blind.”
Schools for the Deaf and Schools for the Blind - State Board of Education Act		MCL 388.1010(a)	**STATE LEGISLATION - AMEND**	Update language: Authority was transferred to the Department of Human Services by Executive Order. Reference to "Michigan school for the deaf” and “Michigan school for the blind” should be amended to “schools for the deaf and blind.” Delete reference to “Michigan rehabilitation institute for veterans and disabled adults at Pine Lake.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Right to enroll in Kindergarten in the second semester if a district has semiannual promotions.		MCL 380.1147(2)	**STATE LEGISLATION - AMEND**	**Delete this sentence:** In a school district which has semiannual promotions, a child, resident of the district, is entitled to enroll in kindergarten for the second semester if the child is at least 5 years of age on March 1 of the year of enrollment. **Rationale:** The provision is obsolete as no district currently offers semiannual promotions, which means that each grade, K-12, is divided into a beginning and advanced section, and all children are promoted every semester. There is literature back to the 1950s about eliminating the semiannual option.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
ECIC report on Great Start Collaborative Grants.		MCL 388.1632b(4)	**STATE LEGISLATION - AMEND**	MDE is responsible for submitting ECIC's report. Amend to allow ECIC to submit the report directly. When MDE submits the report, it must be approved on many levels and then be reported to the State Board of Education. ECIC has its own oversight Board. Change as indicated: Not later than December 1 of each fiscal year, for the grants awarded under this section for the immediately preceding fiscal year, the ECIC shall provide to the house and senate appropriations subcommittees on state school aid, the state budget director, and the house and senate fiscal agencies a report detailing the amount of each grant awarded under this section, the grant recipients, the activities funded by each grant under this section, and an analysis of each grant recipient's success in addressing the development of a comprehensive system of early childhood services and supports.
Conviction Report of Teachers - Legislative report on actions affecting a person's teaching certificate during the preceding quarter. Due quarterly.		MCL 380.1535a(12)	**STATE LEGISLATION - AMEND**	Amend language to require this report **annually** instead of quarterly.
Conviction Report of Administrators - Legislative report on actions taken affecting a person's state board approval during the preceding quarter. Due quarterly.		MCL 380.1539b(12) -	**STATE LEGISLATION - AMEND**	Amend language to combine this report with the teacher conviction report and require **annually** instead of quarterly.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
ISD Maps		MCL 380.626	**STATE LEGISLATION - AMEND**	MDE does not collect ISD maps. If the maps are necessary, then this should be amended to require the ISDs to maintain the maps.
Auxiliary Services		MCL 380.1296 R 340.291 - R 340.295	**STATE LEGISLATION - ELIMINATE AND RESCIND RULE**	This section and the rules are duplicative of federal requirements in IDEA. The rules and law impose lower standards for special education services than the federal requirement and are rendered moot. In fact, Sec. 380.1296 creates many funding problems and confusion that leads to consistent noncompliance with the federal law. It is recommended that Section 1296 be repealed and the rules be rescinded.
Special Education Programs and Services		MCL 380.1711(1)(a)	**STATE LEGISLATION- AMEND**	MCL 380.1711(1)(a) should be amended to stike the language that says "develop the maximum potential" from the subsection and replace it with "meet the individual needs". This would align the language with IDEA and Michigan rules.
Certification of Eye Protective Devices		MCL 380.1288 - R 340.1301 - R 340.1305	**STATE LEGISLATION- AMEND OR RESCIND RULES**	Amend 380.1288 reference to National Standards Institute Guidelines are obsolete. Rules governing Eye Protective Devices requires reporting to ISD under R 340.1305. This reporting was added to MEGS several years ago. This rule should be amended or rescinded. Also, Executive Order 1996-12 transferred rule making authority from the State Board of Education to the Superintendent of Public Instruction.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Calendar/Clock Hour Monitoring to each Supterintedent	DS-4168 B	MCL 388.1701(6)	**STATE LEGISLATION-ELIMINATE REPORT**	School Aid Act currently requires reports of planned and actual hours. MDE is seeking elimination of **planned hours** report. MDE is working with CEPI on the electronic reporting of actual hours to streamline the process.
Special Education Scholarships Act		1966 PA 156, MCL 388.1051 – 388.1055	**STATE LEGISLATION-REPEAL ACT**	Obsolete. No longer funded. Provided state scholarships for students in the field of special education.
School Aid Act - Specific Years		1964 PA 230 - MCL 388.671 – 388.674	**STATE LEGISLATION-REPEAL ACT**	Obsolete. School Aid for school years 1961-62, 1962-63 and 1963-64.
Federal Funds for Educational Television Act		1966 PA 153 - MCL 388.1041 – 388.1045	**STATE LEGISLATION-REPEAL ACT**	Obsolete. No longer funded. Authorizes SBE to accept federal funds under the federal Television Broadcasting Facilities Act of 1962 and Title VII of the National Defense Education Act of 1958.
Emergency Financial Assistance for Certain School Districts Act		1966 PA 153 - MCL 388.1041 – 388.1045	**STATE LEGISLATION-REPEAL ACT**	Obsolete. Expired June 30, 1994. Provided for emergency financial assistance for certain school districts.
Teaching Civics and Political Science Act		1931 PA 205 - MCL 388.371 – 388.372	**STATE LEGISLATION-REPEAL ACT**	Outdated. New graduation requirements under 380.1278a and 380.1278b and civics requirement under 380.1166. Requires teaching of civics and political science.
Education for the Gifted and/or Academically Talented Act		1974 PA 299 - MCL 388.1091 – 388.1094	**STATE LEGISLATION-REPEAL ACT**	Obsolete. Commission completed recommendations December 1975. Created state advisory commission for the gifted and/or academically talented.
Federal and State Aid to Vocational Education		1919 PA 149 MCL 395.1-395.10	**STATE LEGISLATION-REPEAL ACT**	Obsolete
Vocational Education; Transfer of Powers and Duties		1964 PA 28 MCL 395.21	**STATE LEGISLATION-REPEAL ACT**	Obsolete

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Federal Funds for Vocational Education		1964 PA 44 MCL 395.31 – 395.34	**STATE LEGISLATION-ELIMINATE**	Obsolete
Federal Funds for Vocational Education		1966 PA 59 MCL 395-41-395.42	**STATE LEGISLATION-REPEAL ACT**	Obsolete
Federal Funds for Vocational Education		1966 PA 198 MCL 395.71-395.73	**STATE LEGISLATION-REPEAL ACT**	Obsolete
Demonstration Educational and Work Experience Programs Act		1964 PA 238 - MCL 395.171 – 395.175	**STATE LEGISLATION-REPEAL ACT**	Obsolete. No longer funded. Rules were rescinded 1-12-96. Demonstration educational and work experience programs through a special job training program for unemployed, out of work and school dropouts. Demonstration educational and work experience programs through a special job training program for unemployed, out of work and school dropouts.
Strict Discipline Academy Report - Legislative report that evaluates strict district academies. Due annually.		MCL 380.1311c	**STATE LEGISLATION-ELIMINATE**	The state does not fund personnel to support strict discipline academies. There are no funds or staff to generate the report that is due annually.
ISD Report on Consolidation of Services		MCL 380.761	**STATE LEGISLATION-ELIMINATE**	This was a one-time report that was completed and submitted to the Legislature.
Labor Day Restrictions for School Year Start.		MCL 380.1284b	**STATE LEGISLATION-ELIMINATE**	This is binding and restrictive of local control, and contrary to goal of increasing student learning in seat-time models of instruction. Additionally, there is no funding for the waiver process through the Department for districts requesting flexibility around that start time.
Report on School Safety		MCL 380.1310a	**STATE LEGISLATION-ELIMINATE**	Consider eliminating as this report required of local districts provides no useable data.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Report on Delinquent Audits		MCL 388.1618(4)(h)	**STATE LEGISLATION-ELIMINATE**	This report is completed every year, but MDE has yet to receive any questions or feedback on the report.
Out-of-state travel - Legislative report that includes all out-of-state travel by classified and unclassified employees. Due January 1.		MDE Boilerplate .214(2)	**STATE LEGISLATION-ELIMINATE**	This information is available through another source (MAIN). The report is a duplication of effort and not necessary.
Pupil Membership Fraud - Legislative report on the scope of and proposed solutions to pupil membership fraud and the incidence of students counted in a district and not remaining in that district for the balance of the school year. Due not later than 60 after audited membership counts are received.		MDE Boilerplate 0.225	**STATE LEGISLATION-ELIMINATE**	The ISD auditors have not received training and are not qualified to label pupil accounting errors as fraud. MDE does not have staff to investigate reported fraud. This is a law enforcement function. There are many legitimate reasons for pupils leaving a district such as moving, graduating, dropping out and dying. Pupil counts have generally been declining and MDE staff does not consider it a cost effective use of resources to develop a new system to capture this information.
Cyber Schools/Seat-Time Waiver Report - Legislative report on the districts, pupils, and costs involved in online education programs operated as either a cyber school or under seat time waivers. Due March 1, 2011.		MDE Boilerplate 0.903	**STATE LEGISLATION-ELIMINATE**	This was a one-time report. The purpose of this report was to identify the successes and challenges in online learning and the cost.
Federal Grant Revenue Report - Legislative report of estimates of federal grant revenues realized and expected for the remainder of the fiscal year. Due before December 1 and June 1.		MCL 18.1384(3)	**STATE LEGISLATION-ELIMINATE**	This report has not been done since 2005. When requested, the information can be pulled from another source (MAIN).

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Settlement or Consent Judgment Report - Legislative Report on final judgments and settlements against MDE. Due December 1.		MCL 18.1396(3)	**STATE LEGISLATION-ELIMINATE**	This report is duplicative and already included in the year-end closing schedule.
Indirect Cost Rate Report - Legislative report on indirect cost rate and percentage to MDE.		MCL 18.1460(1)	**STATE LEGISLATION-ELIMINATE**	There is no due date and the information changes frequently and would require constant updating.
Audit Recommendation Plan - Legislative report on Department's plan to comply with audit recommendations. Due within 60 days after final audit is released.		MCL 18.1462	**STATE LEGISLATION-ELIMINATE**	This has become obsolete. Audit responses and corrective action plans are now incorporated into the published audit reports. This legislative reporting requirement predates this practice. Although DTMB would like the opportunity to review MDE's progress, this reporting requirement comes when staff is generally still implementing the recommendations. Other recipients of this report have not shown an interest in this report in the last 20 years. Deleting this requirement does not prevent DTMB internal auditors from following up on corrective actions.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Biennial Internal Control Evaluation (BICE) - Legislative report on the evaluation of the internal accounting and administrative control system. Due biennially.		MCL 18.1485(4)	**STATE LEGISLATION-ELIMINATE**	This process has generally not been an effective means of disclosing material internal control weaknesses. It has required hundreds, if not thousands, of hours of staff time. Since the inception of the BICE, the Auditor general has significantly increased it's audit coverage (as reflected in its fees) and does a much more thorough review of internal controls than Department staff can. Further, the recent centralization of the internal audit function, within the State Budget Office, has transferred much of the manpower and expertise formerly used to organize this labor intensive process. This process has had 20+ years to show results and has not done so. It is not cost beneficial.
School Improvement Plan Review Report - Legislative report on the review of a random sampling of school improvement plans. Due annually.		MCL 380.1277(4)	**STATE LEGISLATION-ELIMINATE**	School Improvement Plans can vary from district to district and school to school. Last year was the first year in over 20 years that the common plan template has been available for all Federal Title I schools. The template is not mineable and, therefore, the ability to mine the data for the information requested for the report is dependent upon staff time to read a selection of reports and determine generalized activities. The report has never been funded by the state legislature and there is no general fund available for staff time.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Accreditation Report - Legislative report on the evaluation of the school accreditation system and the status of schools. Due annually.		MCL 380.1280(14)	**STATE LEGISLATION-ELIMINATE**	School report cards are currently posted on the Department's website and include everything required for the Annual Accreditation Report except the recommendations to the legislature to help all schools reach accreditation. This report is a duplication of effort and not necessary.
State Board Report - Legislative report on the State Board's operations and recommendations including an itemized statement of receipts and expenditures for the preceding fiscal year, and advise as to the financial requirements of all public education, including higher education. Due biennially.		MCL 388.1011	**STATE LEGISLATION-ELIMINATE**	Duplicative of boilerplate.
Federal Funds for Education - Legislative report on projects that include federal funds accepted to conduct research, surveys and demonstrations in education and to strengthen and improve education policy and educational opportunities in elementary and secondary education. Due April 1.		MCL 388.1033	**STATE LEGISLATION-ELIMINATE**	Duplicative of boilerplate.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Online Financial Data - Financial data information shall be available online to districts and intermediate districts, and shall include per-pupil amounts spent on instruction and instructional support service functions, and indicate how much of those cost were attributable to salaries. Due November 15.		MCL 388.1618(5)	**STATE LEGISLATION-ELIMINATE**	Information is already a part of the annual Bulletin 1011 published by MDE. Some of that some data reporting was added as part of the budget transparency reporting under MCL 388.1618(2) making the language in MCL 388.1618(5) a redundant reporting request.
Community Based Collaborative Prevention - Legislative report of outcomes achieved by the providers of the community-based collaborative prevention services. Due January 30.		MCL 388.1632c(4)	**STATE LEGISLATION-ELIMINATE**	The line item has been eliminated from the budget.
Cost Study Report - Legislative report of a study on the actual costs of providing distance learning or alternative instructional delivery. A school of excellence, the Michigan Virtual University and a school that receives a seat time waiver shall submit MDE any data requested by MDE for the purposes of this study.		MCL 388.1701(12)	**STATE LEGISLATION-ELIMINATE**	This is a one time report and should be eliminated. The potential for Adair funding implications should be noted.
Michigan Merit Exam - Not later than July 1, 2008, MDE shall identify specific high school content expectations to be taught before and after the middle of grade 11 (and therefore eligible to be included on the MME).		MCL 388.1704b(10) - MCL 380.1279g(10)	**STATE LEGISLATION-ELIMINATE**	Reporting responsibility ended July 1, 2008. Also, the MME is in both the Revised School Code and the School Aid Budget. Recommend repealing in the School Aid Act.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Annual Report of the State Librarian - This is an annual report to the Governor and Legislature regarding library operations and on the progress made in automating those operations.		MCL 397.21	**STATE LEGISLATION-ELIMINATE**	This report is no longer needed and the original intent for the report is out of date. The MDE can obtain the information from the Library of Michigan as needed.
State Assessment to High School Pupils		MCL 380.1279	**STATE LEGISLATION-ELIMINATE**	Obsolete. Replaced by the Michigan Merit Exam under 380.1704b and 380.1279g. Similar language was repealed by 2009 PA 121.
Personality Tests		MCL 380.1172 - R 340.1101 - R 340.1107	**STATE LEGISLATION-ELIMINATE AND RESCIND RULES**	If a local district wishes to administer personality tests, they may do so in conjunction with an institute of higher education (IHE). The IHE will work to make sure confidentiality and other requirements are met. Since local district shave this option this rule is not needed. It is recommended that 380.1172(1) be repealed and R 340.1101-R 340.1107 be rescinded. Note: Executive Order 1996-12 transferred authority from the State Board of Education to the Superintendent of Public Instruction under MCL 388.993 and 388.994.
Conviction Comparison Report - Until July 1, 2008, the Department shall report a comparison of the list of registered educational personnel with conviction information from the State Police.		MCL 380.1539b(15) - MCL 380.1230d(7) - MCL 380.1535a(15)	**STATE LEGISLATION-ELIMINATE EXPIRED REPORTING PROVISION**	Reporting responsibility ended July 1, 2008. No longer required. Eliminate expired reporting provision.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Education of Pregnant Students		R 340.1121 - R340.1124	**STATE LEGISLATION- AMEND AND RESCIND RULES**	The rules are outdated and should be updated or rescinded if determined to be in non-compliance with federal regulations under Title IX regarding pregnant students. R 340.1123 and R 380.1124 are related to alternative programs for pregnant students are obsolete. Note: Executive Order 1996-12 transferred authority from the State Board of Education to the Superintendent of Public Instruction under MCL 388.993 and 388.994.

New, More Rigorous Performance Expectations on Michigan's State Assessments

In Spring of 2011, the Michigan State Board of Education authorized the Michigan Department of Education to conduct a study linking proficiency cut scores on its high school assessment (the Michigan Merit Examination) to readiness for college or technical job training at two- and four-year colleges, and linking proficiency cut scores on its elementary/middle school assessment (the Michigan Educational Assessment Program) to being on track to career and college readiness in high school. That study was conducted over the summer of 2011 and the new career and college ready cut scores were adopted by the State Board of Education in the fall of 2011.

This was a bold and courageous move on the part of the Michigan State Board of Education and Michigan Department of Education in that the proficiency cut scores increased dramatically in rigor, resulting in substantially lower percentages of students being considered proficient. The seriousness of the impact and the level of commitment to career and college readiness in Michigan can be seen in the impact data shown below. The impact data describe in each grade level and content area the percentage of students who were considered proficient based on the previous cut scores and the percentage of students who would have been considered proficient had the new cut scores been in place in the 2010-2011 school year. Figure 1 shows the impact for Mathematics, Figure 2 for Reading, Figure 3 for Science, and Figure 4 for Social Studies.

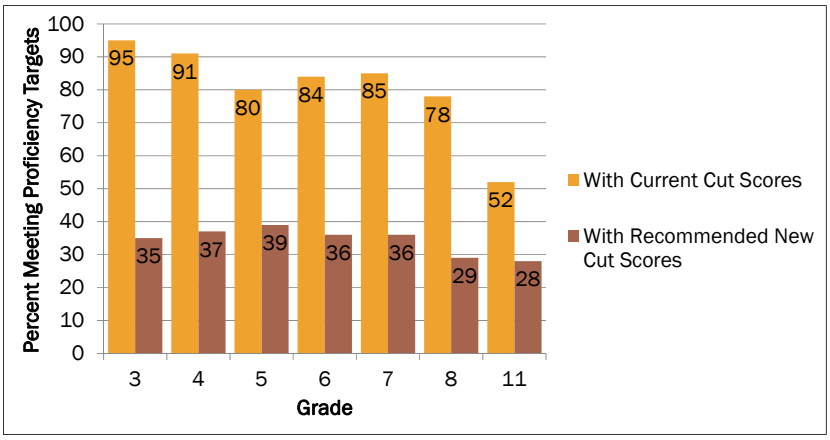


Figure 1. Impact of new cut scores on statewide percents proficient in mathematics.

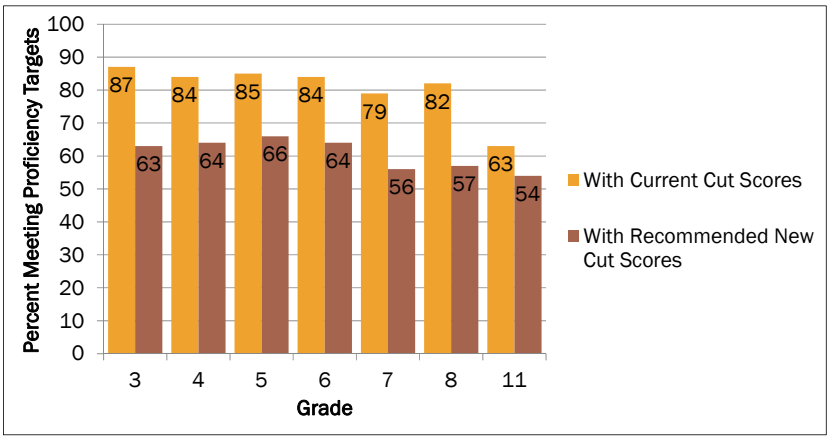


Figure 2. Impact of new cut scores on statewide percents proficient in reading.

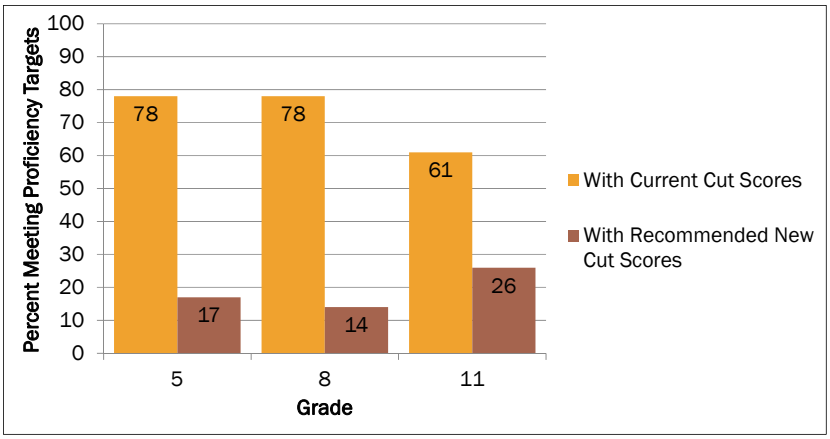


Figure 3. Impact of new cut scores on statewide percents proficient in science.

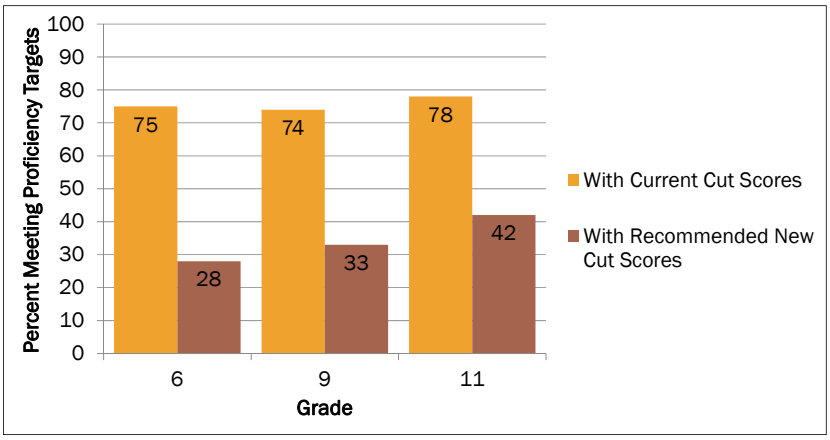


Figure 4. Impact of new cut scores on statewide percents proficient in social studies.

As can be seen from Figures 1 through 4, the rigor of performance expectations on Michigan's standardized assessments has increased dramatically.

Description of the Study Performed to Identify New Cut Scores

Purpose

The purpose of this study was to identify three new sets of cut scores on the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME). The first set of cut scores is to represent being on track to succeed in a postsecondary educational experience (for MME) and being on track to success in the next grade level tested (for MEAP). The second set of cut scores is to represent being advanced beyond being on track to succeed in the next level of education. The final set of cut scores is to represent a level of achievement below being on track to succeed in the next level of education.

Three types of links needed to be made in order to identify cut scores. The first is to link 11th grade MME scores to freshman college grades to identify cut scores on the MME. The second is to link MME scores to MEAP scores to identify cut scores on one or more grades of the MEAP. The third is to link MEAP scores in one grade to MEAP scores in another grade to identify cut scores on one the remaining grades of the MEAP.

Methods

Three different methodologies were used in identifying the cut scores. Logistic Regression (LR) and Signal Detection Theory (SDT) were used to link 11th grade MME scores to freshman college grades. LR, SDT, and Equipercentile Cohort Matching (ECM) were used to link MEAP score to MME and to link MEAP scores in one grade to MEAP scores in other grades.

The LR model used in this study takes the form

$$P(success) = \frac{1}{1 + e^{(-\beta_0 - \beta_1 x)}}$$

where

success	is defined as a B or better in college, as proficiency on the MME, or as proficiency on the MEAP;
$P(success)$	is the probability of success;
e	is the base of the natural logarithm;
β_0	is the intercept of the logistic regression;
β_1	is the slope of the logistic regression; and
x	is the MME or MEAP score being used to predict success.

The criterion used with the LR model is the score on the MEAP or MME that gives a 50% probability of success. For example, in identifying the MME cut score, it identified the MME score that gives a 50% probability of receiving a B or better on college.

The SDT model used in this study maximizes the rates of consistent classification from one grade to another. For example, in identifying the MME cut score, it identifies the MME score that maximizes the percentage of students who

- Received a B or better AND were considered proficient on the MME, or
- Received a B- or worse AND were considered not proficient on the MME.

For predicting success in a college class from an MME score, let X denote a score on the MME. The total sample of students is divided into four subsets, where

$A_{00}(X)$	is the number of students who score below X on the MME, and get a grade of below B in the college class (are unsuccessful).
$A_{01}(X)$	is the number of students who score below X on the MME, and get a grade of B or better in the college class (are successful).
$A_{10}(X)$	is the number of students who score at or above X on the MME, and get a grade of below B in the college class (are unsuccessful).
$A_{11}(X)$	is the number of students who score at or above X on the MME, and get a grade of B or better in the college class (are successful).

The method chooses a cut score X that maximizes $A_{00}(X) + A_{11}(X)$.

For the MEAP to MME targets, the formulation above works as well, with successful and unsuccessful being defined as scoring at or above the MME cuts core and scoring below the MME cut score, respectively. Specifically, the same parameterization can be applied when back mapping from a known cut score on the next highest grade assessed. For example, to predict success on the MME Mathematics from grade 8 MEAP Mathematics scores, the total sample of students is again divided into the four aforementioned subsets, but the model is parameterized as follows:

$A_{00}(X)$ is the number of students who score below X on the grade 8 MEAP, and score below the MME Mathematics cut score.
$A_{01}(X)$ is the number of students who score below X on the grade 8 MEAP, and score at or above the MME Mathematics cut score.
$A_{10}(X)$ is the number of students who score at or above X on the grade 8 MEAP, and score below the MME Mathematics cut score.
$A_{11}(X)$ is the number of students who score at or above X on the grade 8 MEAP, and score at or above the MME Mathematics cut score.

Note that under mild monotonicity assumptions, this method is equivalent to choosing the score point such that the conditional probability of exceeding the cut score equals .5. To the extent that the assumption holds, LR and SDT should derive similar solutions. Finally, the SDT analyses were run using smoothed distributions of student scores for both MEAP and MME to avoid any effects of jaggedness of either distribution on the results.

After identifying the cut score for proficiency on the MME, the cut scores were then mapped backward onto the MEAP to achieve the same type of results (meaning that the known outcome was then proficiency on the MME and the unknown outcome was proficiency on the MEAP).

Because both LR and SDT are subject to regression effects, it was important to address these effects by having the minimum number of links in defining each grade level's cut score. By linking each grade to the grade just previous to it, there would be seven links for the third grade cut score as shown here:

1. Linking grade 11 MME to college grades.
2. Linking grade 8 MEAP to grade 11 MME.
3. Linking grade 7 MEAP to grade 8 MEAP.
4. Linking grade 6 MEAP to grade 7 MEAP.
5. Linking grade 5 MEAP to grade 6 MEAP.
6. Linking grade 4 MEAP to grade 5 MEAP.
7. Linking grade 3 MEAP to grade 4 MEAP.

Instead, a different linking scheme was implemented which limited the maximum number of links created to identify any grade level's cut score to three. Table A1 shows the links for each grade and content area to demonstrate that the maximum number of links was three.

Because both LR and SDT are subject to regression away from the mean (meaning that they can inflate cut scores if they are above the mean, or deflate them if they are below the mean), the results of the LR and SDT models were carefully inspected to assure that any place in which there was evidence of regression effects, a different methodology was used.

Table A1. *Links in Tying Cut Scores on MME and MEAP to College Grades*.

Cut Score		
Content Area	**Grade**	**Links created**
Mathematics and Reading	3	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 3 MEAP to Grade 7 MEAP
	4	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 4 MEAP to Grade 7 MEAP
	5	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 5 MEAP to Grade 7 MEAP
	6	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 6 MEAP to Grade 7 MEAP
	7	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME
	8	#1. Grade 11 MME to College Grades #2. Grade 8 MEAP to Grade 11 MME
	11	#1. Grade 11 MME to College Grades
Science and Social Studies	5/6	#1. Grade 11 MME to College Grades #2. Grade 8/9 MEAP to Grade 11 MME #3. Grade 5/6 MEAP to Grade 8/9 MEAP
	8/9	#1. Grade 11 MME to College Grades #2. Grade 8/9 MEAP to Grade 11 MME
	11	#1. Grade 11 MME to College Grades

ECM was also used for the back-mapping from MME onto MEAP to check for regression effects. Because ECM is a symmetric methodology, it cannot display any regression effects, and can therefore serve as a check for regression effects in the other two methods. The way ECM was used to back-map cut scores onto MEAP was to:

- Take the cohorts that took both the MME and the highest grade level of the MEAP.
- Identify the percentage of the matched cohorts that were proficient on the MME.
- Identify the score on the MEAP that as the cut score gives the most similar percentage passing the MEAP.
- Take the cohorts that took both the highest grade level of the MEAP and the next grade level down.
- Identify the percentage of the matched cohorts that were proficient on the highest level of the MEAP.
- Identify the score on the next grade level down that as the cut score gives the most similar percentage passing the MEAP.
- Repeat the process with the next grade level down until reaching the lowest grade level of MEAP.

The reasons that three methods were used were the following:

- LR and SDT served as a validation of each other.
- ECM served as a check on regression effects.

The three methodologies have different aims. LR aims to identify the score that gives a fixed probability of success. SDT aims to maximize consistent classifications from one level to the next. ECM aims to identify cut scores across grade levels that are approximately equally rigorous in terms of impact. Although they have different aims, they should give similar results. Therefore, it is important to determine which results to use in what circumstances.

SDT was considered the preferred methodology because its aim was to maximize consistent classification from one level to the next (an inherently desirable outcome in that if a student is classified as proficient in one grade, they can be reasonably expected to be proficient in the next grade given typical education). Where SDT and LR were affected by regression effects, ECM was preferable in that it would produce non-inflated/deflated cut scores. Therefore, the results were inspected to determine whether SDT and/or LR were affected by regression effects. Where there was no evidence of regression effects, SDT results were used. Where there was evidence of regression effects, ECM results were used.

Several different analyses were carried out to identify the three sets of cut scores for MME, which were then back-mapped to MEAP. First, the partially proficient, proficient, and advanced cut scores were analyzed in terms of students receiving a C or better, B or better, and A or better, respectively. Second, the proficient and advanced cut scores were analyzed in terms of receiving a B or better in a 2-year or 4-year college, respectively. Finally, the partially proficient, proficient, and advanced cut scores were analyzed in terms of students having a $^{1}/_{3}$, $^{1}/_{2}$, and $^{2}/_{3}$ probability of receiving a B or better, respectively.

Data

The data used for this study included grades in first credit-bearing freshman courses in Michigan public two-year and four-year colleges and universities. The college courses used for the analysis of each MME content area were as given in Table A2. Note that Writing is not included in this analysis. This is because (1) the MEAP writing test was new in Fall 2011 and does not have the data necessary to map cut scores on the MEAP back from cut scores on the MME, (2) the MME writing cut score is already similar to the ACT writing college ready benchmark, and (3) the MEAP writing cut scores were already set to be consistent with the MME writing cut scores.

Table A1. *College Courses Used for the Analysis of each MME Content Area*.

MME Content Area	College Courses Used
Mathematics	College Algebra.
Reading	Courses identified by 4-year universities. Reading-heavy courses such as entry-level literature, history, philosophy, or psychology for 2-year universities.
Science	Courses identified by 4-year universities. Entry level biology, chemistry, physics, or geology for 2-year universities.
Social Studies	Courses identified by 4-year universities. Entry level history, geography, or economics for 2-year universities.

There were nine cohorts for which data were available to perform the study. They are those identified in Table A3. Cohort 1 is the only cohort for which college course grade data are available (where freshman year in college is listed as grade 13). Each cohort goes back to a minimum of grade 3 (since grade 3 is the lowest grade in which students were tested on MEAP). Each cohort goes back only to the 2005-06 (05-06) school year (since each MEAP test was new in the 2005-2006 school year).

Table A3. *Cohorts with Data Available for this Study*.

	Grade										
Cohort	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
1	-	-	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11
2	-	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-
3	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-
4	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-	-
5	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-	-	-
6	05-06	06-07	07-08	08-09	09-10	10-11	-	-	-	-	-
7	06-07	07-08	08-09	09-10	10-11	-	-	-	-	-	-
8	07-08	08-09	09-10	10-11	-	-	-	-	-	-	-
9	08-09	09-10	10-11	-	-	-	-	-	-	-	-
10	09-10	10-11	-	-	-	-	-	-	-	-	-

The links that had to be made using SDT and LR, and the data used to make those links are listed in Table A4 for mathematics and reading. A similar scheme was used for science and social studies. In Table A4, the data in bold are the data used to make the link between MME and college grades. The underlined data are the data used to make the link between MEAP and MME. The italicized data are the data used to make the link between different MEAP grades. With over 100,000 students per cohort, this is a very large set of data used to create the links. For the ECM method of backmapping, the data shaded in gray are the data used to create the links.

Table A4. *Links and Data Used to Make Links in Mathematics and Reading*.

	Grade										
Cohort	3	4	5	6	7	8	9	10	11	12	13
1	-	-	-	-	-	05-06	06-07	07-08	**08-09**	09-10	**10-11**
2	-	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-
3	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-
4	-	-	*05-06*	*06-07*	*07-08*	08-09	09-10	10-11	-	-	-
5	-	*05-06*	*06-07*	*07-08*	*08-09*	09-10	10-11	-	-	-	-
6	*05-06*	*06-07*	*07-08*	*08-09*	*09-10*	10-11	-	-	-	-	-
7	*06-07*	*07-08*	*08-09*	*09-10*	*10-11*	-	-	-	-	-	-
8	07-08	08-09	09-10	10-11	-	-	-	-	-	-	-
9	08-09	09-10	10-11	-	-	-	-	-	-	-	-
10	09-10	10-11	-	-	-	-	-	-	-	-	-

Results

The analyses using college grades of A, B, and C were not usable. The cut scores identified when using the criterion of A or better were in many cases so high that they were not measurable on the MEAP.

The cut scores identified when using the criterion of C or better were so low that they were in the range of scores attainable by chance.

The analyses using college grades of B or better from 2-year versus 4-year colleges were also unusable. While the 2-year college data resulted in slightly lower cut scores than 4-year college data, they were within measurement error of each other. Therefore, the final analyses used both 2-year and 4-year college data together. Therefore, the results using the criteria of probabilities of $^1/_3$, $^1/_2$, and $^2/_3$ were carried out and are the ones used to establish the recommended partially proficient, proficient, and advanced cut scores.

The results of the LR and SDT analyses were nearly identical in identifying cut scores on the MME. Therefore, as SDT is the preferable methodology, SDT results were used for the cut scores on the MME. The results of SDT and LR in back-mapping the proficient cuts for MEAP were not detectably affected by regression effects[1]. Because SDT was the preferable methodology, the SDT cuts were used for the proficient bar on MEAP.

However, the results of LR and SDT were clearly affected by regression effects in back-mapping the partially proficient and advanced cut scores to MEAP[2]. Therefore, ECM was used to back-map the partially proficient and advanced cut scores. The cut scores resulting from the analyses are given in Tables A5 through A8, respectively, for mathematics, reading, science, and social studies. Finally, classification consistency rates are given in Tables A9 for the links from MME to college grades, from MEAP to MME, and from one grade to another for MEAP.

Table A5. *Recommended New MEAP and MME Mathematics Cut Scores.*

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1093	1116	1138
MEAP	8	809	830	865
MEAP	7	714	731	776
MEAP	6	614	629	675
MEAP	5	516	531	584
MEAP	4	423	434	470
MEAP	3	322	336	371

Table A6. *Recommended New MEAP and MME Reading Cut Scores.*

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1081	1108	1141
MEAP	8	796	818	853
MEAP	7	698	721	760
MEAP	6	602	619	653
MEAP	5	501	521	565
MEAP	4	395	419	478
MEAP	3	301	324	364

[1] The SDT results for the proficient cuts were above the mean, but were slightly lower than the ECM cuts. Had the SDT results been affected by regression, they would have been inflated and would have surpassed the ECM cuts.
[2] The SDT and LR results were far above the mean for the advanced cut and were below the mean for the partially proficient cut. The resulting SDT and LR cuts were more extreme than the ECM results, and became even more extreme in grades where there were more links there were in the chain.

Table A7. *Recommended New MEAP and MME Science Cut Scores.*

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1106	1126	1144
MEAP	8	826	845	863
MEAP	5	526	553	567

Table A8. *Recommended New MEAP and MME Social Studies Cut Scores.*

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1097	1129	1158
MEAP	9	899	928	960
MEAP	6	593	625	649

Table A9. *Classification Consistency Rates.*

Content Area	Grade	Cut Score		
		Partially Proficient	Proficient	Advanced
Mathematics	11	-	65%	-
	8	83%	86%	95%
	7	81%	84%	95%
	6	82%	83%	96%
	5	81%	84%	95%
	4	80%	82%	94%
	3	77%	80%	95%
Reading	11	-	63%	-
	8	83%	78%	87%
	7	86%	76%	85%
	6	85%	74%	83%
	5	88%	75%	84%
	4	80%	82%	94%
	3	80%	72%	86%
Science	11	-	67%	-
	8	80%	84%	92%
	5	76%	82%	92%
Social Studies	11	-	63%	-
	9	85%	81%	91%
	6	81%	77%	91%

The classification consistency rates presented for grade 11 represents the percentage of students classified as either (1) both receiving a B or better and *proficient* or above on MME or (2) both receiving a B- or worse and *partially proficient* or below on MME. It is not possible to create classification consistency rates for the partially proficient and advanced cuts for grade 11 since the threshold for those two cut scores is not 50%.

The classification consistency rates presented for the *proficient* cut in grades 3 through 9 represent the percentage of students who were consistently classified as either *proficient* or above or consistently classified as *partially proficient* or below from one grade level to the next grade level up. The classification consistency rates presented for the *partially proficient* cut in grades 3 through 9 represent the percentage of students who were consistently classified as either *partially proficient* or above or consistently classified as *not proficient* from one grade level to the next grade level up. The classification consistency rates presented for the *advanced* cut in grades 3 through 9 represent the percentage of students who were consistently classified as either *advanced* or consistently classified as *proficient* or below from one grade level to the next grade level up.

Table A9 shows that the lowest classification consistency is from MME to college grades. ACT Inc. indicated that this level of classification consistency is consistent with that obtained in other states for which they have conducted similar analyses. The remaining classification consistency rates indicate a high degree of stability from grade to grade. The difference between MME to college grades and the remainder of the consistency rates is to be expected for two reasons. First, the rates that are based solely on student achievement scores are high because the classifications are being made on the most similar constructs: achievement on two standardized tests of the same subjects. These rates should be higher. Second, the rates for grade 11 are based on less similar but still related constructs: achievement on standardized tests versus college grades in related subjects. These rates should be lower.

Top-to-Bottom Ranking, Priority, Focus and Rewards Schools Identification Business Rules

Overview

Top-to-Bottom Ranking: List of schools and ranked by their performance. The ranking is based on *student achievement, student growth over time, school improvement over time,* and *achievement gaps* across all five tested subjects (mathematics, reading, science, social studies, and writing), as well as graduation rate for schools with graduating students.

All public schools who meet the selection criteria are rank ordered to create the Top-to-Bottom (T2B) list using the following business rules:

- All students with test scores who are full academic year (FAY) were included.
- The school receives a ranking if at least 30 FAY students are tested in either the elementary/middle school span or the high school span (or both) for each year in two or more subjects.
- A student with a performance level of 1 or 2 is considered proficient
- Schools were rank ordered using a proficiency index (weighted average of two years of achievement data), a progress index (two or four years of achievement data), and an achievement gap index (weighted average of two years of top/bottom 30 percent of students' achievement data.) Schools with a graduation rate also had graduation rate and graduation rate improvement included in their ranking calculation.
- Achievement is weighted more than improvement or achievement gaps. This is because the focus is on persistently low-achieving schools. Weighting achievement more heavily assures that the lowest performing schools, unless they are improving significantly over time, still receive the assistance and monitoring they need to begin improvement and/or increase their improvement to a degree that will reasonably quickly lead to adequate achievement levels.

Priority Schools: Schools in the bottom 5% of the Top-to-Bottom list are identified as *Priority Schools* (previously known as persistently lowest achieving schools).

Focus Schools: The 10 percent of schools with the largest achievement gaps according to the Top-to-Bottom list are categorized and treated for improvement as *Focus Schools*. The achievement gap is calculated as the distance between the average standardized scale score for the top 30% of students and the bottom 30% of students in each school. Larger gaps decrease a school's overall ranking; smaller gaps help raise their ranking.

Rewards Schools: The top 5% achieving schools as identified from the Top-to-Bottom list using improvement composite index and schools in top 5% in improvement composite index.

Top-to-Bottom Ranking, Priority, Focus and Rewards Schools Identification Business Rules

Summary

Top-to-Bottom Ranking

Data is to be included (if available)

- The most recent (up to) four years of published data for each officially adopted statewide achievement assessment[1]
  - There is no cap on the number of MI-Access or MEAP-Access proficient scores that can be counted toward proficiency.
- Most recent three or four years of published data for four-year graduation rate (four years if four years are available)[2]
- Previous year PLA (or Priority school) list which includes identifiers for Tier 1 pool, Tier 2 pool and State Reform Office schools (2010 and 2011 only)
- Previous year SIG school list (2010)
- Title I status list: i.e. school wide, targeted, non-Title I from the current year
- Graduation rate (most recent year and previous three years)

School and Student criteria for inclusion in the Top-to-Bottom calculations:

- Schools with at least 30 students considered full academic year (FAY) over the two most recent years in at least two tested subjects will have the Top-to-Bottom ranking calculated.
- Schools with fewer than 30 FAY tested students in any given subject will not have that subject included in their ranking.
- FAY tested rules are as follows:
  - Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. These student count days are the basis of Michigan's definition of a full academic year. In addition, school districts report student enrollment at the end of year on the Michigan Student Data System (MSDS).
  - Documentation of full academic year is provided by enrollment in the school or district on the pupil count date.
  - Other documentation of student mobility is not used under the definition.
  - The MSDS is used to look-up prior enrollment to determine if a student is considered "full academic year."
  - MSDS collections used for elementary and middle schools: Fall, Spring, and End of Year at the feeder school, which is the school that the student attended during the school year.
  - MSDS collections used for high schools: Spring, End of Year, Fall and Spring.
  - Students who have been in the school district for a full academic year but have moved from building to building within the district are counted in the district's AYP but not in a building's AYP. This does not affect the Top-to-Bottom ranking, as there is no district ranking.

[1] The number of years will differ by test for each accountability program.
[2] As required by graduation rate in the top-to-bottom ranking.

- If a student is not reported in an enrollment count in any Michigan school during one of the MSDS collections but is reported in the other two, and the student's school reported data, that student will be considered non-FAY. If a school does not submit MSDS data (i.e. there are no data available for any students in one of the MSDS collections), all students enrolled in that school during the prior count and the following count will be considered FAY, even though they are missing data on one of the counts.

Student Assessment criteria for inclusion in the Top-to-Bottom calculations:

- Top-to-Bottom ranking calculations are based on regular and alternate assessments (MEAP, MEAP-Access (if available), MMF, MMF-Access, and MI-Access.
- All students with valid scores in the assessments were included
- All students with test scores who are full academic year (FAY) are included.
- Only public school students were included (no homeschooled or private school students).
- Each student has a primary education providing entity (PEPE). The PEPE is who is accountable for this student.
  - For the 2011-2012 school year, the PEPE will be held accountable for participation and
  - Feeder school for the 2011-2012 calculations points who had the student in the 2011-2012 school year. No PEPE will utilize former feeder school rules. (For 2012-13 school year feeder PEPE will be utilized and not feeder school.)
- Ninth grade students who repeat ninth grade technically have a high school as their "feeder" school for their social studies test. This test reflects 8th grade content standards and 8th grade learning. For the ranking calculations, the high school is still considered the "feeder" but any school that does not include grade 8 as a grade/setting in the EOM will not receive an elementary/middle school social studies content area in their ranking, even if they have students who populate that field.
- Same calculations as those to determine the AYP student detail table (the base student-level table used in AYP calculations, including FAY and feeder rules. This means that the students for which a school is accountable is the same for both AYP and Top-to-Bottom ranking.

Proficiency (Two Year Average)

- Most recent two years of published data from fall MEAP, grades 03-09 in mathematics, reading, writing, science, and social studies
- Most recent two years of published data from fall MEAP-Access, grades 03-09 in mathematics, reading, and writing
- Most recent two years of published data from fall MI-Access, grades 03-09 in mathematics, science, and English Language Arts (ELA) with ELA being treated as reading is for MEAP and MEAP-Access. (Note: For Supported Independence and Participation, students receive an ELA score. For Functional Independence, they receive a reading score, but do not take writing. These scores are all treated as reading in the calculations.
- Most recent two years of published data from spring MMF, grade 11 in mathematics, reading, writing, science, and social studies (with the addition of 12th graders who were FAY in the school but did not previously count toward either participation or proficiency for any school in a previous year)
- Most recent two years of published data from spring MI-Access, grade 11 in mathematics, ELA, science, and social studies.

Improvement (Two Year Average or Four Year Slope)

- Most recent two years of published Performance Level Change data from full MEAP, grades 04-08 in reading and mathematics
- Most recent two years of published Performance Level Change data from full MEAP-Access, grades 04-08 in reading and mathematics (will be included in the Fall 2013 list, when two years of MEAP-Access data are available).
- Most recent two years of published Performance Level Change data from full MI-Access, grades 04-08 (Functional Independence only)
- Most recent four years of published data for all other grades, subjects, and tests (to calculate four-year improvement slopes). If a school does not have four years of data to produce a slope, DO NOT produce a zero slope for that school.
    - If the school has two years of data, calculate the change from the previous year to the current year as the slope
    - If the school has three years of data, generate the slope based on three years of data only.

Graduation Rate and Graduation Rate Improvement

- Most recent four years of the four-year graduation rate
- Rate is based on a two year average graduation rate (of the four-year cohort rate)
- Improvement is based on a four year improvement slope (of the four-year cohort graduation rate). If the school does not have four years of data to produce a slope, DO NOT produce a zero slope for that school.
    - If the school has less than two years of data, make the slope null and produce the graduation index based *solely on graduation rate for the most recent year*
    - If the school has three years of data, generate the slope based on three years of data only
    - If the school has only two years of data, generate a simple change score based on those two years of data
- The graduation rate will be based on the better of the four-, five-, or six-year graduation rate. Starting with the 2012-13 cycle, three-six-year graduation rates are available for all years to calculate the improvement slope; until then, only the four-year rate will be used as the default rate.

Priority Schools Identification Calculations

Identify schools which are in the bottom 5% of the current Top-to-Bottom list

1. Using the Top-to-Bottom calculations, and the percentile rank (variable name: spi.pr), identify all schools in the bottom 5th percentile.
    - If spi.pr < 5, then priority school
    - Check to make sure that 5% of the current TTB list includes a number of Title I schools equal to 5% of Michigan's *total* Title I population
        - Source: tbl TitleIbuildings
        - Five percent of the total number of Title I buildings (including both Title I participating and Title I eligible/not participating)
        - This number will be greater than the number of Title I buildings that receive a ranking, because some Title I buildings do not have enough students/data to receive a ranking.
    - Create flag (named priority) where 1=yes and 0=no.
2. Indicator variable will be added to both tbl SchoolAccreditation and v.SchoolPerformanceData

3. Label indicators for Priority schools: 1 = Yes and 0 = No
4. Closed schools.
   a. If a school is active as of September 30 of the current school year AND has data from the current school year attributed to it, the school receives a ranking, even if they are closed at the time of the ranking.
   b. If a school receives an overall ranking, they are eligible for Priority schools status.
   c. An indicator should be added if the school is currently inactive at the time of list publication.

Focus Schools Identification Calculations

1. Calculate achievement gap composite index for all available subjects for school j.
   a. Sum all available subject achievement gap values for each individual educational entity.
      - In AYP.dbo.vSchoolPerformanceData, the columns that contain gap index values are those that begin with gapi (for gap index): gapi.zs.m.em, gapi.zs.r.em, gapi.zs.s.em, gapi.zs.l.em, gapi.zs.w.em, gapi.zs.m.b, gapi.zs.r.b, gapi.zs.s.b, gapi.zs.l.b, gapi.zs.w.b
   b. Divide the sum of all available achievement gap values by total number of achievement gap values available for each individual educational entity.
      - Schools can have between 2 and 10 gap values
      - Create a new field that stores the number of achievement gap values used in the calculation

2. Sort schools by achievement gap composite index.

3. Determine count of focus schools to be identified.
   a. Number of schools must include 10% of Title I schools. (Title I multiplied by 0.10 equals the target number).
      - In the AYP database, tbl_TitleIBuildings
   b. If the resultant is a decimal number, round down to the nearest whole number.
   c. Base this 10% number on the total population of Title I buildings, not only the number of Title I buildings that receive a ranking.
   d. Title I = Title I participating OR Title I eligible but not receiving
4. Continue ranking until that number of Title I schools is achieved
   a. All schools with lower ranking (regardless of Title I status) are included in focus schools
   b. If a school is a priority school, they cannot be a Focus school.
      - Must get a number of schools equal to 10% of Title I schools that does not include schools also named as priority schools.

5. Add any schools who have a graduation rate below 60 for three years (variable grd60 in v.SchoolPerformanceData: if grd60 = 1 & priority1 = 1, then Focus)
6. Remove any schools whose bottom 30% subgroup scores above the state average (in terms of proficiency rates) on at least two tested subjects.
7. Create indicator variable named Focus, where 1 = yes and 0 = no.
   a. Populate the variable with 0 for all non-Focus schools, not NULL.

7.8.If a school receives an overall ranking, the school is eligible for Focus school status.
8.vUpdate the tbl.SchoolAccreditation and v.SchoolPerformanceData with the following fields:
   a. Focus (indicator variable)
   b. Composite gap index number
   c. Number of gap indices that went into the composite gap index.
   d. The average z-scores for the top 30% and bottom 30% subgroup for the current and previous years
      - These fields are: bzs.3.av.cm, bzs.2.av.cm, bzs.3.av.h, bzs.2.av.h, tzs.3.av.cm, tzs.2.av.cm, tzs.3.av.h, tzs.2.av.h (for each subject)
   e. Actual gap indices for each subject
      - Fields: gap.zs.cm and gap.zs.h (for each subject)
9. _____All above fields should be populated for all schools, regardless of Focus or non-Focus status.

Reward Schools Identification Calculations

1. Identify any school which has already been identified as priority, focus or failing AYP (or "red" in the Accountability Scorecard beginning in 2013).

2. For the remaining schools only (i.e. those not priority, focus or failing AYP/red, do the following steps.

3. Identify top 5% of schools in overall Top-to- Bottom Ranking.
   a. Of the remaining schools, identify the top highest performing by looking at the value in column "spi." For the top 5% of schools with the highest values of spi, then Reward = 1.
   b. Create indicator variable named RewardHighPerforming, where 1=yes and 0=no.

4. Calculate improvement composite index for school j.
   a. Sum all available subject improvement values for each individual educational entity.

      i. In v.SchoolPerformanceData, these variables are named with ci (for change index) or with zsi (for zscore improvement): ci.m, ci.r, zsi.b1.s.cm, zsi.b1.r.cm, zsi.b1.w.cm, zsi.b1.m.h, zsi.b1.r.h, zsi.b1.s.h, zsi.b1.t.h, zsi.b1.w.h

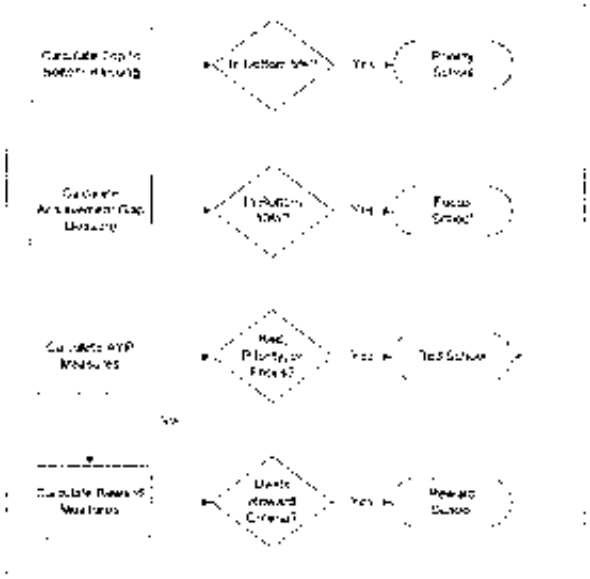
   b. Divide the sum of all available improvement values by total number of improvement values available for each individual educational entity.

      i. Create a field that stores the number of improvement values used in the calculation.

5. Multiply .05 by total number of schools ranked in Top-to-Bottomlist to determine count of reward schools to be identified. If they resultant is a decimal number, round down to the nearest whole number.
6. Sort schools by improvement composite index.
7. Remove schools who are:
   a. Priority

   b. Focus
   c. Failing AYP
   d. Already identified as high performing reward schools
8. Identify the remaining top 5% improvement composite index schools, where the number of these schools is equal to 5% of the total number of schools ranked in the overall Top to Bottomranking.
9. Create indicator variable named RewardHighProgress, where 1=yes and 0=no.
10. Create overall Reward indicator variable, where Reward=1 if either RewardHighPerforming or RewardHighProgress=1, and 0= neither.
    a. A school cannot be a reward school if they are either a priority or a Focus school.
    b. A school cannot be a reward school if they failed AYP.
       i. Use dbo.AYPPhaseHistory to determine AYP status from current school year, then remove all schools failing AYP from eligibility for the Reward list
    c. If a school would have been a reward school but was removed from the reward list for either reason (a or b), then set their RewardHighPerforming or RewardHighProgress indicators to 0.
11. If a school receives an overall ranking, the school is eligible for Reward school status.
12. Update both tblSchoolAccreditation and tblSchoolPerformanceData with the following fields:
    a. Reward indicator
    b. RewardHighPerforming indicator
    c. RewardHighProgress indicator
    d. Composite improvement index
    e. Number of improvement indices included in the overall improvement index
13. When Beating the Odds is run, update Reward to include Beating the Odds schools

Michigan's accountability system graphic:



Source: page 53 ESEA Flexibility Waiver (version 2.21.12)

Top-to-Bottom Ranking, Priority, Focus and Rewards Schools Identification Business Rules

Technical Version

Content Areas to be included (if available)

- Reading
- Mathematics
- Science
- Social Studies
- Writing
- Graduation Rate (*see Graduation Rate Inclusion rules*)

Assessment Data Inclusion rules

- Include only scores from students who are full academic year (FAY)
- Include fall scores in data for the previous year's school and previous grade using feeder codes
- Include spring scores for the current year's school and grade
- Calculate ranking for a school on a content area only if at least 30 FAY students were tested in the elementary/middle school span (3-8) *or* the high school span (9-12), *or* both, for the most recent two years
- Include only public school students (no home schooled or private school students)
- Calculate an overall ranking for schools only if they meet the 30 FAY threshold for at least two content areas.
- Include schools only if they are not shared educational entities (SEEs) whose scores are returned to the sending districts for accountability purposes
- English Language Arts is used for MI-Access in place of Reading, since MI-Access does not offer a standalone reading test

Graduation Rate Inclusion rules

- Include graduation rates if CEPI produces a graduation rate for a school. If a school does not qualify for the ranking based on 30 FAY students in at least two tested content areas, then their graduation data will not be included and used in generating statewide means and standard deviations for graduation rate.
- While graduation rate is not a "content area," it will be treated similarly to all other content area measures in developing the scale for ranking schools.

Definitions

- Elementary/middle school – a school housing any of grades K-8
- High school – a school housing any of grades 9-12
- Secondary school – a school housing any of grades 7-12
- Full academic year (FAY) indicates that the student was enrolled by the school on the previous two count days
- Comparable schools are defined for regular elementary/middle schools (i.e., schools with assessment data in grades 3-8) as all elementary/middle schools, and as high schools (i.e., schools with assessment data for grades 9-12) as all other high schools.

Conventions

- A school classified as both elementary/middle and high school has ranks calculated for both sets of grades; final rank is an average of the two.
- The definitive version is based on mathematical operations as performed by Microsoft SQL.
- Overall school percentile ranks are truncated to the integer level (the decimal portion is deleted) to reflect that minor differences in percentile ranks are not practically important.
- Schools that are currently inactive but have performance data attributed to them receive a ranking.
  - Generate a Top-to-Bottom ranking for all schools that have sufficient performance data attributed to them based on the most recent two years.
  - If a school was open as of September 30 of the current school year AND has data attributed to it from the most recent school year, the school receives a ranking (even if the school is inactive at the time of the ranking).
  - Add an indicator variable named "Active" where 1 = active at the time of list publication and 0 = inactive. This will be used in displays.
  - Schools closed at the time of list publication are obviously not subject to the sanctions/consequences (as they have been closed) but still receive the designation and will be reported to USED and in other reporting requirements as such.

Steps in Calculations

1. For each test, grade, content area (including graduation rate where applicable), and year, calculate a normalized and capped z-score[1] for each student based on their scale score, calculated as using the following steps:
   a. Order unique observed scores in ascending order
   b. Obtain the frequency of each unique observed score
   c. Calculate the percentile rank of each unique observed score as

$$PR_i = 100 \cdot \left[\frac{F_{c,i} - F_i/2}{N} \right]$$

where

PR_i is the percentile rank of the ith unique observed score,
$F_{c,i}$ is the cumulative frequency of all unique observed scores with values less than the ith unique observed score,
F_i is the frequency of the ith unique observed score, and
N is the total number of observed scores.

This results in percentile ranks being in the (0, 100) range non-inclusive, which allows for step d to function appropriately.

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[1] Calculating z-scores for each student within a test for content (including graduation rate) takes grade-level and content area levels into account by using the mean and standard deviation of all scores across grades and years for the same grade and content area. Using raw scores for individual students also makes the ranking more robust to changes in cut scores (recently adopted by the Michigan State Board of Education). Starting with percent proficient which is strongly influenced by cut scores, in a large County more than 5% of schools having zero percent proficient, and in addition, have no more than 5% of whom on the Federal NCLB

[2] [illegible] School Ranking Business Rules

d. Calculate the normalized z-score of each unique observed score as

$$z_j^* = \varphi^{-1}(PR_j/100)$$

where

z_j^* is the normalized z-score of the jth unique observed score, and
φ^{-1} is the inverse of the standard normal cumulative frequency distribution.

Operationally, because Microsoft SQL does not have a built-in function for φ^{-1}, φ^{-1} is closely approximated by using a lookup table in which there are two columns, Percentile rank, and approximated φ^{-1}. The percentile ranks in the lookup table run from 0.005 to 99.995, with associated φ^{-1}s calculated to three decimals of precision. The lookup table is used by finding the percentile rank in the table nearest to PR_j and using the associated φ^{-1}.

e. Replace any z_j^* with a value less than -2 with the value -2.

f. Replace any z_j^* with a value greater than 2 with the value 2.

~~g. $z_i = (SS_i - \bar{s}_{gg})/\hat{s}_{gg}$, where SS_i indicates the scale score for student i; $\bar{s}_{gg}$ indicates the mean of scale scores across all students for the test, grade, content area, and year; and $\hat{s}_{gg}$ indicates the standard deviation of scale scores across all students for the test, grade, content area, and year, and z_i indicates the z-score for student i.~~

2. [Repeat steps 3-7 separately for mathematics, reading, science, social studies, and writing; and each grade range (elementary, middle versus high school) for each school with 30 or more FAY students tested in the grade and content area in the most recent two years for which data are available]

3. For each school, calculate an achievement index for the most recent two years in which data are available:
   a. Calculate the within-school average (mean) z-scores for the most recent (year 3) and next most recent (year 2) years tested for each school j ($\bar{z}_{j,3}$ and $\bar{z}_{j,2}$, respectively)
   b. Obtain the number of students tested in school j for the most recent year (year 3) and the next most recent year (year 2) for each school j ($N_{j,3}$ and $N_{j,2}$ for the most recent and previous year, respectively)
   c. Calculated a weighted within-school average (mean) z-score over the most recent two years as $\bar{z}_{j,t} = [(N_{j,3}\bar{z}_{j,3}) + (N_{j,2}\bar{z}_{j,2})]/[(N_{j,3} + N_{j,2})]$.
   d. Calculate the achievement index for school j as $ach_j = (\bar{z}_{j,t} - \bar{z}_{s,t})/\hat{z}_{s,t}$, where $\bar{z}_{s,t}$ indicates the statewide mean of $\bar{z}_{j,t}$ across all comparable schools, $\hat{z}_{s,t}$ indicates the statewide standard deviation of $\bar{z}_{j,t}$ across all comparable schools, and ach_j is a z-score delineating how many standard deviations above or below the statewide mean of comparable schools school j lies.

4. For each school, calculate a percent change index:
   a. Where adjacent year testing occurs (e.g., reading & math in elementary-middle school):
      a. Obtain the numbers (in the table below) for the most recent year and for the previous year.

Previously Proficient	Performance Level Change	
	Most recent year	Previous year

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	SD	D	M	I	SI	SD	D	M	I	SI
No	SD_{1n}	D_{1n}	M_{1n}	I_{1n}	SI_{1n}	SD_{2n}	D_{2n}	M_{2n}	I_{2n}	SI_{2n}
Yes	SD_{1y}	D_{1y}	M_{1y}	I_{1y}	SI_{1y}	SD_{2y}	D_{2y}	M_{2y}	I_{2y}	SI_{2y}

Where "SD" indicates a significant decline in performance level from one year to the next, "D" indicates a decline in performance level, "M" indicates maintaining performance level, "I" indicates an improvement in performance level, and "SI" indicates a significant improvement in performance level. Previously proficient (yes/no) indicates whether the student was considered proficient on the test the year before.

If a student had a previous performance level of I, and a current performance level of I, but had a PLC of D or SD, consider that student to have a PLC of M, and assign a value of I.

b. Calculate the total number of FAY students with performance level change scores for the most recent year and the next most recent year as:

$N_{FAY1} = SD_{1n} + SD_{1y} + D_{1n} + D_{1y} + M_{1n} + M_{1y} + I_{1n} + I_{1y} + SI_{1n} + SI_{1y}$, and

$N_{FAY2} = SD_{2n} + SD_{2y} + D_{2n} + D_{2y} + M_{2n} + M_{2y} + I_{2n} + I_{2y} + SI_{2n} + SI_{2y}$, respectively.

Note: If a school has 30 FAY students in a content area, but does not have 30 FAY students with performance level change scores, do not use performance level change for that school; use the slope calculations (described below).

c. Calculate weighted improvement scores for each school using the weights given in the table below:

Previously Proficient	Performance Level Change				
	SD	D	M	I	SI
No	-2	-1	0	1	2
Yes	-2	-1	1	1	2

Such that the two-year weighted performance level change for school j is calculated as the sum of the weighted improvement scores, divided by the weighted number of full academic year students with improvement scores[4]

d. The improvement index for school j is calculated as $imp_j = (PLC_j - \bar{u}_{PLC})/\hat{\sigma}_{PLC}$, where $\bar{u}_{PLC}$ indicates the statewide mean of PLC_j across all comparable schools, $\hat{\sigma}_{PLC}$ indicates the statewide standard deviation of PLC_j across all comparable schools, and imp_j is a z-score delineating how many standard deviations above or below the statewide mean of comparable schools school j lies.

e. Where adjacent grade testing does not occur (i.e., for all calculations in high school [including graduation rate] and in science, social studies, and writing):

i. Obtain the school-mean z-score for a total of four years, including the present year and previous year ($\bar{u}_{z,1}$ and $\bar{u}_{z,2}$, respectively), as well as the years two years and three years ago ($\bar{u}_{z,3}$ and $\bar{u}_{z,4}$, respectively).

[4] [illegible]

ii. Obtain the number of FAY students tested in the school (j) for the four most recent years ($n_{j,t}$, $n_{j,t-1}$, $n_{j,t-2}$ and $n_{j,t-3}$)

iii. Calculate the slope (β_j) of the simple regression of school j mean z-scores on year (representing the annual change in school mean z-scores) if there are at least 20 FAY students tested in each of the years used for calculating slopes.

iv. Special situations[5]

A. The improvement index should not be used to calculate a performance index for any content area where less than 20 FAY students were tested in any one of the years used to calculate slopes.

B. Where there are only three years of data available for a given content area, calculate β_j as the three year simple regression of school mean z-scores on year.

C. When there are only two years of data available, β_j for that content area will be as the simple gain in school mean z-scores over the past two years, or $\beta_{j,t} = \bar{z}_{j,t} - \bar{z}_{j,t-1}$.

D. When there is only one year of data available, use the rate itself as the whole index.

E. Use the improvement index slope for mathematics and reading in any elementary or middle school in which there are not 30 FAY students with performance level change data.

If a school does not have a grade 4 or higher, automatically use the improvement slope calculations, as opposed to performance level change, as no change data is available on students until at least fourth grade.

f. Calculate the improvement index for each school (j) as $imp_j = (\beta_j - \mu_\beta)/\sigma_\beta$ where μ_β is the statewide mean improvement slope across all comparable schools (elementary/middle or high school), σ_β is the statewide standard deviation of improvement slopes across all comparable schools (E/MS or HS), and imp_j is a z-score indicating how far above or below the state average for comparable schools (E/MS or HS) the improvement slope for school j is.

g. Compute average of improvement index for all schools for all available content areas.

h. Identify 5 percent of all schools having the highest improvement index. These schools will be known as Reward schools (among others) if AYP is also met.

5. Calculate an achievement gap index[6] for each school in each available subject using the following steps:

a. Identify the top 30% and the bottom 30% of student z-scores in each school.

b. Calculate the average z-score of the top 30% of student z-scores, and the average z-score of the bottom 30% of student z-scores.

c. Calculate (combining across both the most recent and next most recent years) the average z-scores of the bottom 30% of z-scores in the school and subtracting from that the average of the top 30% of z-scores in the school. This gives a negative number which when

[5] [illegible]

[6] [illegible]

compared to all schools in the state assures that schools with the highest achievement gap receive the lowest z-scores as intended.

d. Calculate the achievement gap index for school j (gap_j) as the z-score of that gap as compared to the statewide distribution across all comparable schools, such that the following quantities are produced:

   Gap j = (x – u-hat)/(sigma-hat)

e. Compute average of achievement gap index for all schools - for all available content areas.
f. Identify 10 percent of all schools having the lowest achievement gap index (bottom 10% of achievement gap index). These schools will be known as focus schools.

All schools with a sufficient number of students to meet the ranking criteria (30 in the current and most recent year in at least two content areas) receive a gap. The top and bottom subgroups do not need to be a certain size.

6. Calculate the school performance index for each content area as $Y_j = (2ach_j + imp_j + gap_j)/4$, where Y represents a given content area (e.g., $math_j$). The calculation described is to be carried out in all cases except in the following special situations:
   a. Where achievement gap indices are not available, calculate the overall school performance index for each content area as $Y_j = (2ach_j + imp_j)/3$.
   b. Where improvement indices are not available or the most recent year's proficiency rate is at or above 90%[1], calculate the overall school performance index for each content area as $Y_j = (2ach_j + gap_j)/3$.
   c. Where achievement gap indices are not available AND (improvement indices are not available OR the achievement index is or above 90% of students proficient), calculate the overall school performance index for each content area as $Y_j = ach_j$.
   d. When calculating the school performance index for graduation rate, the two available components are the average graduation rate over the previous two years (ach_j) and the graduation rate improvement (imp_j). These two components are combined as $Y_j = Grad_j = (2ach_j + imp_j)/3$. Note: Graduation improvement is only considered if the school does not already have above a 90% graduation rate.
7. Calculate the statewide school percentile rank on Y_j (for display purposes only), ranking within elementary/middle schools and within high schools at this point. This provides a content-area specific rank relative to other schools of the same level. This will be used only for display and will not figure into further calculations.
8. For each content area, compare the content index (or grad rate index) to other elementary/middle schools or to other high schools. This creates a z-score (Y_jz) for each content/grad index that compares the school's index in that content area or grad index to other schools of the same level.
9. Calculate the overall school performance index (sp_j) across all content areas (including graduation rate where applicable) in which the school received a school performance index z-score. sp_j is calculated as the average of from 2 to 11 Y_jz's depending upon the grade

[1] This modification is necessary because high achieving schools are not included for being available for improvement or achievement of the same magnitude as lower performing schools due to ceiling effects.

configuration and enrollment). For schools without a graduation rate index, sy_i is calculated as the straight average of all $y_i z$'s calculated for the school. For schools with a graduation rate index, the school performance index on graduation rate must account for exactly 10 percent of the overall school performance index. This is accomplished by multiplying the straight average of all other $y_i z$'s calculated for the school by the value 0.9, and adding to that result the quantity $Grad_i$ multiplied by the value 0.1.

10. Calculate the school's overall percentile rank (yr) across all content areas (including graduation rate as applicable) as the school percentile rank on sy_i.
11. Identify 5 percent of all schools having the lowest school percentile rank on yr (bottom 5% of school performance index). These schools will be known as Priority schools.
12. Identify 5 percent of all schools having the higher school percentile rank (top 5% of school performance index). These schools will be known as Reward schools (among others) if AYP is also met.

OVERVIEW OF RECOMMENDED MODIFICATIONS OF THE TOP-TO-BOTTOM METRIC TO IMPROVE IDENTIFICATION OF FOCUS SCHOOLS

Context

At the December 19, 2012 meeting of the Education Alliance at the Michigan Department of Education (MDE), it was determined that it was desirable to modify the top to bottom metrics to blunt the impact of outliers on the identification of focus schools. It was further determined that it was desirable to blunt the impact of positive outliers (very high scoring students) as well as negative outliers (very low scoring students).

There were both statistical and policy rationales for blunting the impact of outliers on both ends. The statistical rationale was that there is more measurement error (or noise) in both the positive and negative ends of student score distributions, and that blunting the impact on both sides is desirable to minimize the impact of poorly estimated achievement whether the poorly estimated achievement is on the top or bottom end.

The policy rationale was that focus identification may inappropriately influence school configuration decisions. For example, housing a gifted and talented program within a school may bring up the top 30 group scores sufficiently to identify such schools as focus schools. On the other end, housing an alternative education or special education center program within a school might bring the bottom 30 group scores down enough to identify such schools as focus schools. Blunting the impact of outliers on both ends would allow for school configuration decisions to be based on educational concerns rather than on concerns about impacts on accountability designations.

MDE's Bureau of Assessment & Accountability (BAA) committed to proposing approaches to blunting the impact of outliers, and taking those proposed approaches to the BAA's Technical Advisory Committee (TAC) and to BAA's Advisory Committee (AC). The BAA TAC is a group of nationally recognized technical experts in psychometrics, statistics, and measurement. The BAA AC is an advisory group of stakeholders representing education associations, ISDs, and higher education that is more focused on policy issues. BAA further committed to receiving feedback and recommendations from the TAC and AC to take back to the State Superintendent, and ultimately to the Education Alliance association heads for their support.

Meeting with Technical Experts Chosen by the Education Alliance

Following the December 19, 2012 meeting, BAA staff met with the technical experts brought to the meeting by the Education Alliance association heads to discuss possible methods of blunting the impact of outliers on the identification of focus schools, at both the lower end and the upper end. At that meeting, two broad concepts were put forward. They were:

1. Normalizing the student z-score distributions to eliminate extreme outliers and to make the impact of positive and negative outliers symmetrical.
2. Capping the student z-score distributions to blunt the impact of large positive and large negative z-scores.

Several possibilities for capping the z-scores were discussed. It was determined that tying the z-score caps in some way to Michigan's cut scores was desirable. One suggestion was to tie the z-score caps to the advanced cut scores. The rationale for choosing the advanced was to ensure that there still remains an incentive to move students who have achieved proficiency to still higher levels of achievement.

Another suggestion was to tie the z-score caps to the proficient cut score. The rationale for choosing the proficient cut score was to reflect that achieving proficiency is the bar that schools are asked to help all students reach.

Two options were discussed regarding caps on the top end. It was suggested that the caps could either be the same for every grade, subject, and test combination or they could differ by grade/subject/test combination depending on the cut score or each combination.

Two options were also discussed regarding caps on the bottom end. It was suggested that the caps on the bottom end could be either the negative of the caps on the top end (e.g., the caps on the bottom and top end could be symmetric) or they could be set independently of the caps on the top end.

BAA Deliberations

After the meeting with the technical experts brought by the Education Alliance to the December 19, 2012 meeting, BAA staff deliberated on the pros and cons of each suggestion.

Normalizing the Student Z-Score Distributions

There were no identifiable cons to normalizing the student z-score distribution. Therefore, student scores were transformed into normalized z-scores using the following steps for each grade/subject/test combination.

1. Order unique observed scores in ascending order.

2. Obtain the frequency of each unique observed score.

3. Calculate the percentile rank of each unique observed score as:

$$PR_j = 100 \cdot \left[\frac{F_{<j} + F_j/2}{N} \right]$$

where

PR_j is the percentile rank of the jth unique observed score,
$F_{<j}$ is the cumulative frequency of all unique observed scores with values less than the jth unique observed score,
F_j is the frequency of the jth unique observed score, and
N is the total number of observed scores.

This results in percentile ranks being in the (0, 100) range, non-inclusive, which allows for step 4 to function appropriately.

4. Calculate normalized z-score of each unique observed score as

$$z_j^* = \varphi^{-1}(PR_j/100)$$

where

z_j^* is normalized z-score of the jth unique observed score, and
φ^{-1} is the inverse of the standard normal cumulative frequency distribution.

However, BAA's large-scale data manipulation package (Microsoft SQL) does not have a function for φ^{-1}. To closely approximate φ^{-1}, BAA staff instead used a lookup table of percentile ranks running from 0.005 to 99.995 in increments of 0.01 with corresponding z_j^*'s as excerpted in table 1 below.

Table 1. Lookup table translating percentile ranks into approximate normalized z-scores.

PR	z^*
0.005	-3.891
0.015	-3.615
0.025	-3.481
0.035	-3.390
...	...
49.975	-0.001
49.985	0.000
49.995	0.000
50.005	0.000
50.015	0.000
50.025	0.001
...	...
99.965	3.390
99.975	3.481
99.985	3.615
99.995	3.891

The z_i^*s were closely approximated by finding the percentile rank in the table nearest to PR_i and using the corresponding z^*.

This procedure is able to flawlessly transform a radically non-normal continuous distribution into a normal distribution. For example, it was able to transform continuous log-normal distribution shown in the left panel of figure 1 below into the continuous normal distribution shown in the right panel of the same figure.

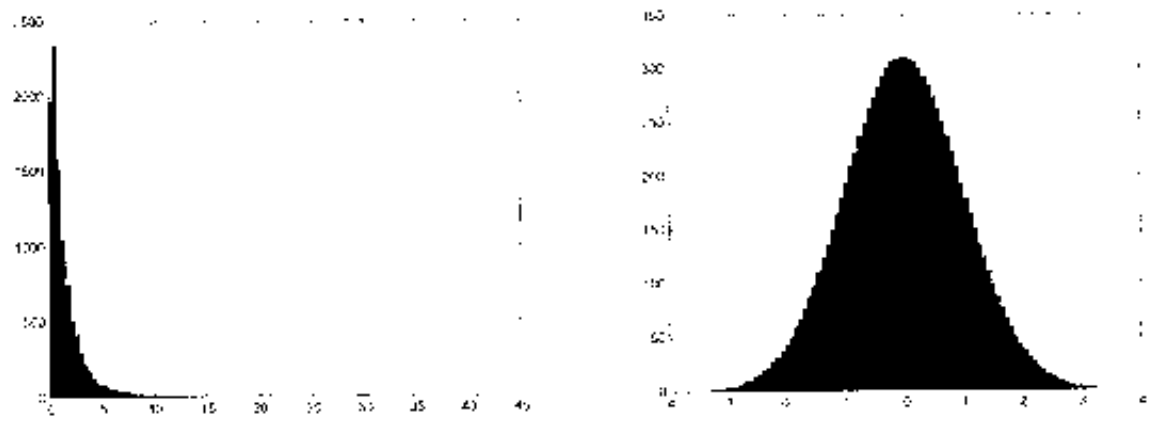


Figure 1. Lognormal distribution and normalized distribution.

For discrete distributions such as those resulting from state assessments, the procedure works well, but it not able to exactly normalize the distributions. Rather, it approximately normalizes the distributions. For example, in grade 3 MEAP mathematics and in MME mathematics, the non-normalized distributions of student scores are as shown in figure 2.

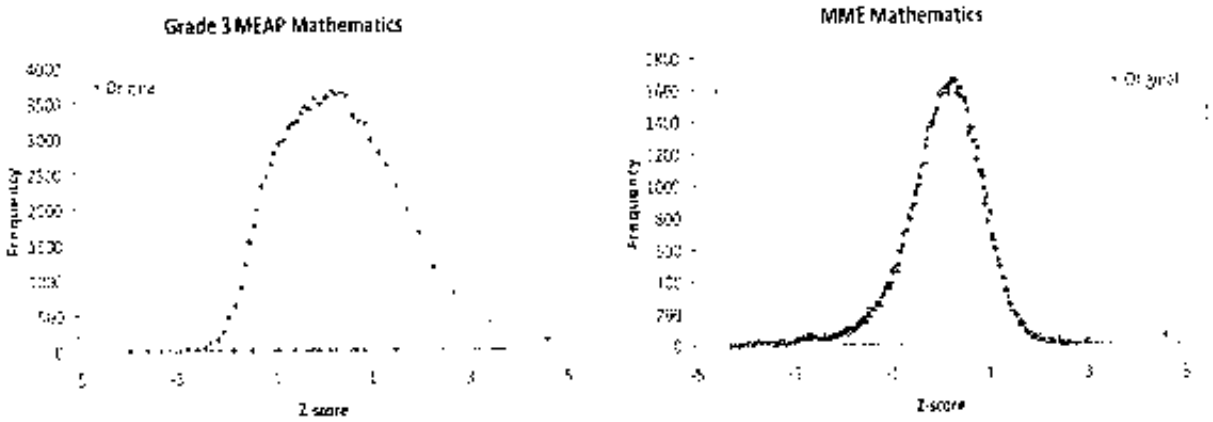


Figure 2. Non-normalized Grade-3 MEAP and MME mathematics distributions.

In figure 2, it is clear that the distributions are not normal. Rather, grade 3 MEAP mathematics is skewed to the right, and MME mathematics is skewed to the left, with a spike (nearly 1600) in students scoring the lowest possible score. When the

normalizing procedure is applied to the data, it results in the distributions represented by the red dots in the figure 3. The resulting distributions are clearly more symmetrical than the original distributions. In addition, the cumulative frequency distributions of the normalized scores lines up nearly exactly with the cumulative frequency of the standard normal density, indicating that the normalizing transformation was successful.

One of the concerns raised by the TAC was that of the spike at the lower end on MME distributions, and whether that would still result in inordinate impacts of outliers on identifying focus schools. Because of the spike of nearly 1600 students achieving the lowest possible score, it is clear that normalizing alone is not sufficient to address the impact of outliers, and that capping is also needed. When capping is applied, there is nearly exactly the same number of students at the upper cap as at the lower cap, even with the spike seen on the MME graphs.

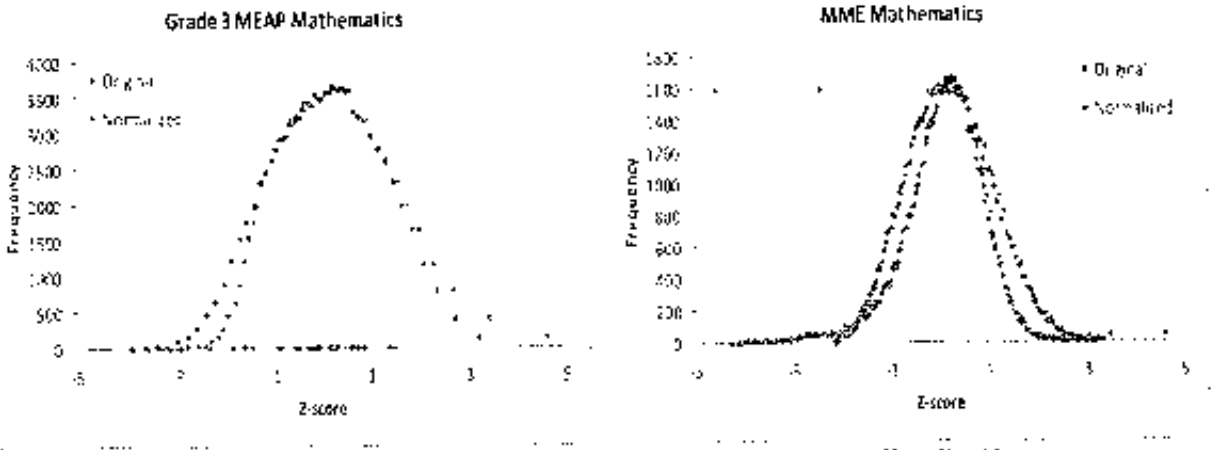


Figure 2. Normalized Grade-3 MEAP and MME mathematics distributions.

Capping the Student Z-Score Distributions

There were also no cons to capping the z-score distributions at some level. However, there were significant drawbacks to the different methods of identifying caps.

For caps on the upper end of student z-score distributions, the pros and cons of using different caps for each subject/grade/test combination follow. The pro of setting different caps for each combination would result the caps being tied directly to the cut scores for each specific subject/grade/test combination. The cons of such an approach are (1) that it would be difficult to explain that each combination is capped differently, and (2) that the subject areas with the highest cut scores would be less affected by the caps. Number (2) would result in the combinations with the highest caps driving the focus designation because greater variation would be allowable in those subjects. Because science and social studies have the highest cut scores, this would result in the focus designations being based largely on science and social studies, but only minimally on mathematics, reading, and writing. Because of unintended consequences this could produce, it was considered such a significant drawback that it was determined to take to the BAA TAC and BAA AC only those options in which the caps were set at the same level for each subject/grade/test combination.

There were also similar drawbacks to the different methods of identifying caps for the lower end of the student score distributions. BAA staff could think of no reasonable rationale for why the lower caps should not be symmetrical to the upper caps. For example, if the lower caps were allowed be further from the mean than the higher caps, then variation including greater measurement error on the lower end would largely drive focus designations. Conversely, if the upper caps were allowed be further from the mean than the lower caps, then variation including greater degrees of measurement error on the upper end would drive focus. BAA staff were unable to identify any reasonable rationale for allowing this to occur. Therefore, it was determined to take to the BAA TAC and BAA AC only those options in which the upper and lower caps were symmetrical.

To select possible cap locations, a simple set of analyses were run. After normalizing each z-score distribution, the normalized z-scores associated with the proficient and advanced cut scores were submitted to descriptive analysis. The results showed the following:

1. The maximum normalized z-score associated with an advanced cut score was 1.966.
2. The mean normalized z-score associated with an advanced cut score was 1.425.
3. The maximum normalized z-score associated with a proficient cut score was 1.015.
4. The mean normalized z-score associated with a proficient cut score was 0.173.

Because values from numbers 1, 2, and 3 (above) happened to be near the round numbers 2, 1.5, and 1, BAA staff reran the top to bottom ranking along with priority and focus designations in the following five ways to show the impact of each possible set of modifications:

1. Without any modifications.
2. Using normalized student z-scores without capping.
3. Using normalized student z-scores with caps at -2 and 2.
4. Using normalized student z-scores with caps at -1.5 and 1.5.
5. Using normalized student z-scores with caps at -1 and 1.

The results of these five runs were then taken to the BAA TAC meeting for review and recommendation.

BAA TAC Meeting and Recommendations

At the BAA TAC meeting, the TAC members were briefed on the issues behind the proposed modifications, and on the five options being investigated. The task for the BAA TAC was identified as providing recommendations to BAA on the proposed changes with the following guiding principles:

- Modifications should address the concerns about outliers having an inordinate impact on the identification of focus schools.

- Modifications should not result in a significant shift in the population of schools identified as priority schools (as the priority list is reasonably established and is not facing the type of criticism that is being leveled at the focus list).
- Modifications should not result in a total shift in the population of schools identified as focus schools (as the issues with the focus list is an inordinate impact of outliers on identification of schools as focus schools)
- Modifications should not result in a focus list that simply identifies the next lowest performing schools after priority schools (as the purpose of the focus metric is to identify the largest gaps rather than to identify low achieving schools).
- Modifications should not result in over identifying specific types of schools other than those that have large achievement gaps (e.g., should not result in focus school designation becoming a proxy for economic diversity).

The TAC was shown the scatterplots in figures 4-7 to demonstrate the impact of the modifications on top to bottom (TTB) rankings and on priority identification. In these scatterplots, the TTB percentile ranks for each option are compared to the original TTB percentile rank. Figure 4 shows that normalizing alone does not much affect TTB percentile ranks, as the correlation between the originals and those based on normalized data without caps is 0.9934. Figure 4 shows that normalizing and capping at -2 and 2 is similar, in that the correlation is 0.9930. Figure 5 shows that capping at -1.5 and 1.5 has more of an impact on TTB ranking and priority designation in that the correlation drops to 0.9884. Finally, figure 6 shows that capping at -1 and 1 has an even larger impact, with the correlation dropping to 0.9648.

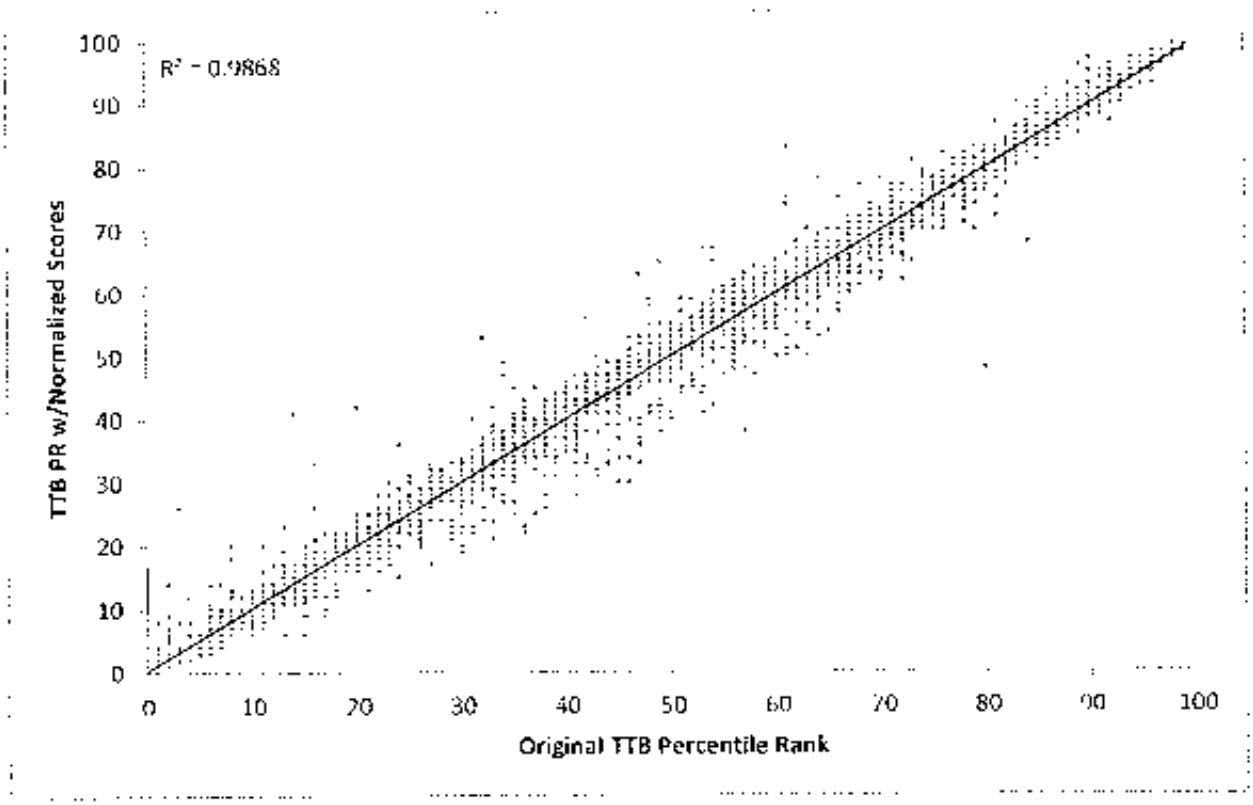


Figure 4. Relationship between original TTB ranks and TTB ranks based on normalized data without caps.

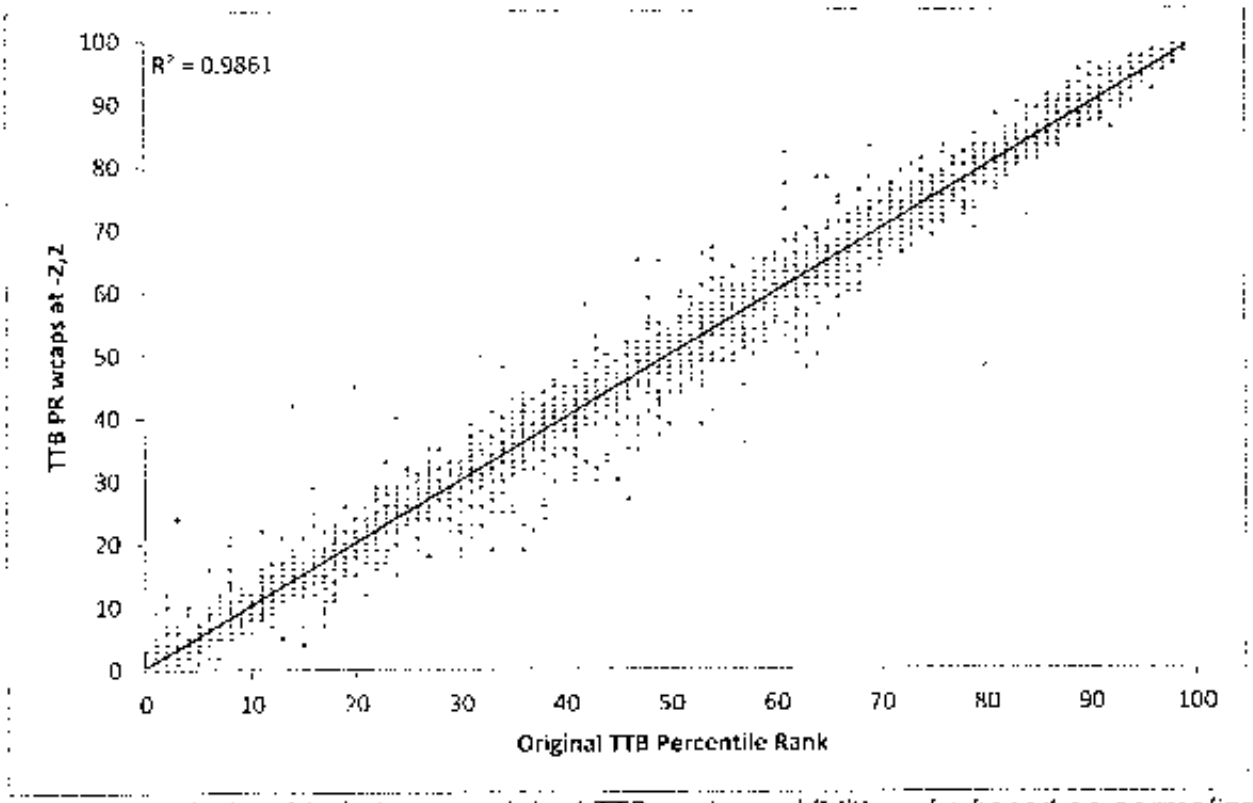


Figure 5. Relationship between original TTB ranks and TTB ranks based on normalized data with caps at -2 and 2.

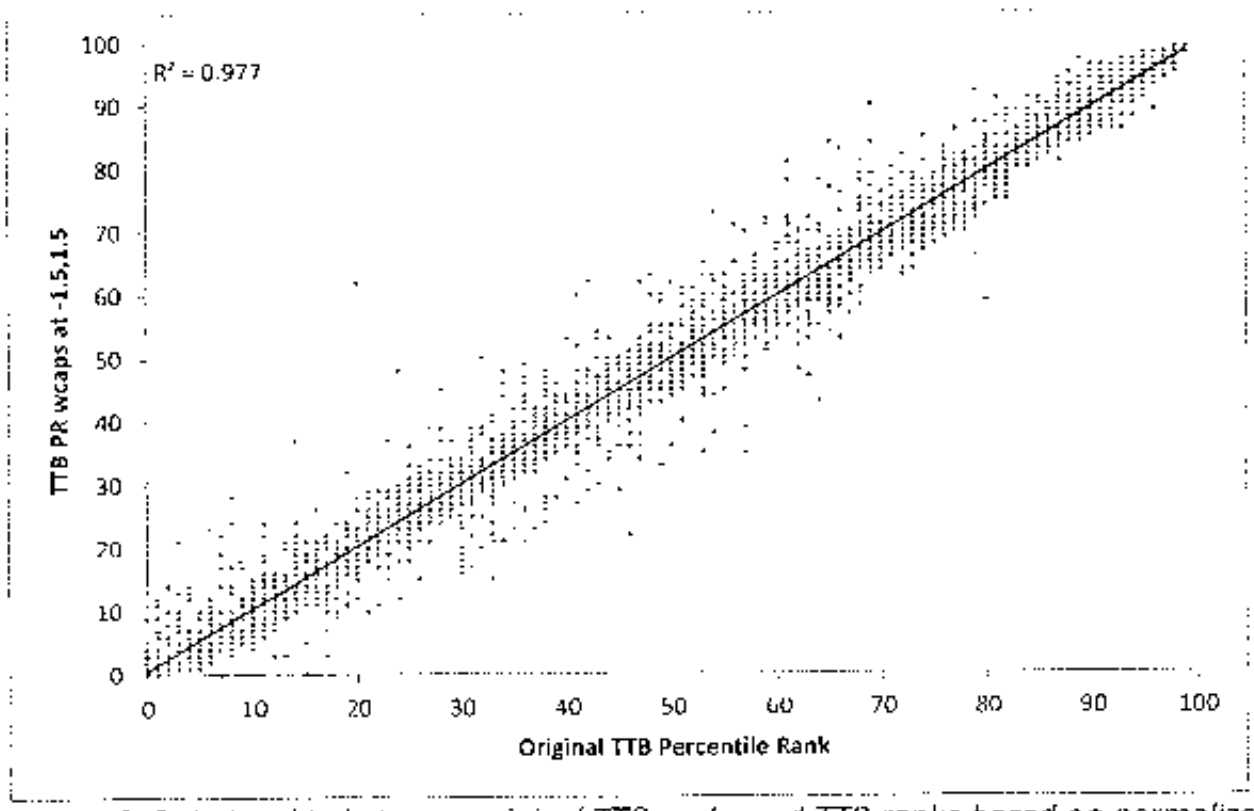


Figure 6. Relationship between original TTB ranks and TTB ranks based on normalized data with caps at -1.5 and 1.5.

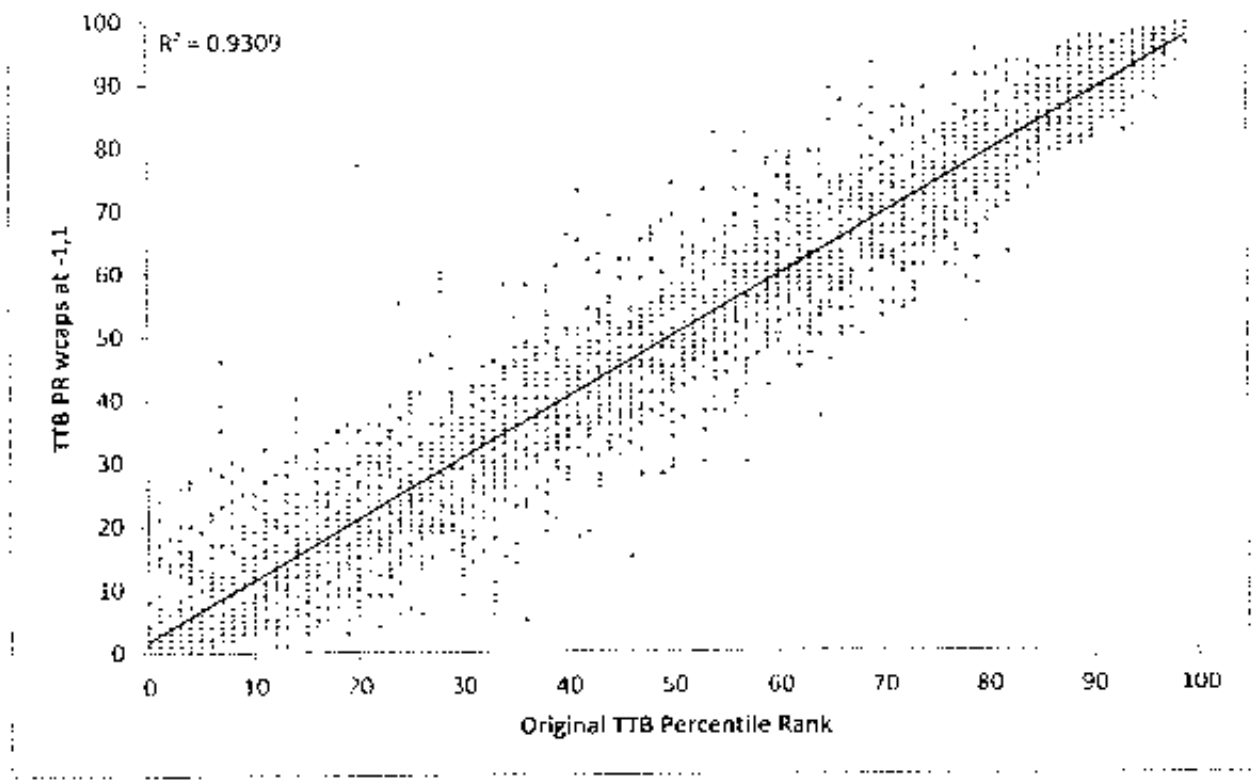


Figure 6. Relationship between original TTB ranks and TTB ranks based on normalized data with caps at -1 and 1.

In addition, the number of individual schools whose priority designation is affected by each option are presented in Table 2, with those whose focus designation is affected presented in Table 3.

Table 2. Consistency of priority designation with original.

	Impact on Priority Designation		
Modification	In original, Not in modified	In modified, not in original	In both
Normalized, no caps	10	9	136
Normalized, caps at 2, 2	16	15	130
Normalized, caps at -1.5, 1.5	42	42	104
Normalized, caps at -1, 1	57	58	88

Table 3. Consistency of focus designation with original.

	Impact on Focus Designation		
Modification	In original, Not in modified	In modified, not in original	In both
Normalized, no caps	97	80	261
Normalized, caps at -2, 2	113	86	245
Normalized, caps at -1.5, 1.5	153	111	205
Normalized, caps at -1, 1	203	144	155

As can be seen in Table 2, priority designations do not shift much from the original with normalizing alone or with normalizing and placing caps at -2 and 2. However, with caps at -1.5 and 1.5, the impact results in nearly as many schools changing priority designation as those that are consistently classified as priority. Finally, capping at -1 and 1 results in more schools changing priority designation than those that are consistently classified as priority.

As can be seen from Table 3, the modifications have a greater impact on focus designation, as both hoped and expected. For both normalizing alone and normalizing with caps at -2 and 2 there is more stability in being identified as focus than there is change, but for capping at -1.5 and 1.5 or -1 and 1, there is more change than stability.

The TAC was also shown the impact on gap measures of each of the four options, as show in figure 7. As can be seen from Figure 7, the distribution of composite achievement gap metrics remains relatively symmetrical when normalizing without caps, becomes slightly skewed to the right when normalizing and capping at -2 and 2, becomes increasingly skewed when capping at -1.5 and 1.5, and becomes extremely skewed when capping at -1 and 1.

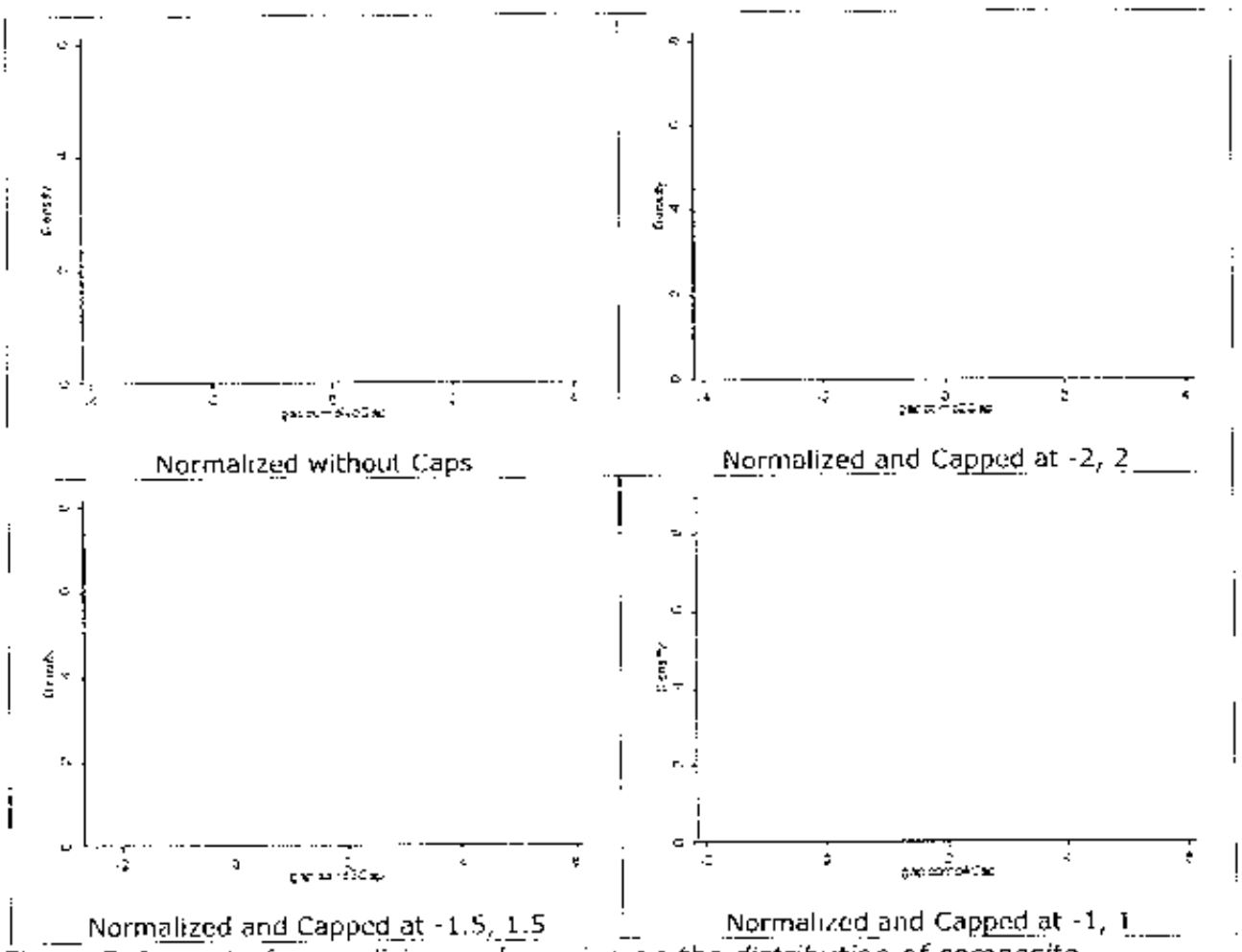


Figure 7. Impact of normalizing and capping on the distribution of composite achievement gap.

The TAC was also shown the scatterplots in Figures 8-12 demonstrating the relationship between TTB percentile rank and composite gap measures for the original metric and the four modification options.

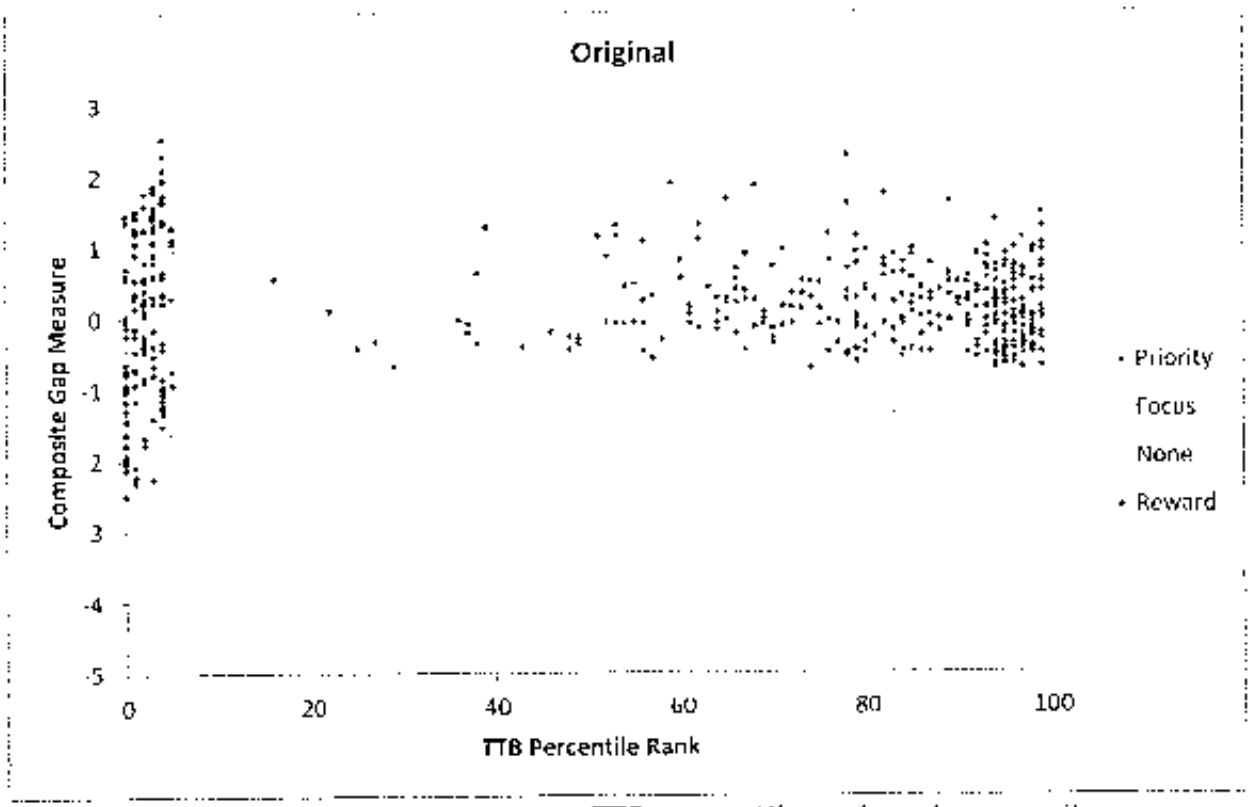


Figure 8. Original relationship between TTB percentile rank and composite gap.

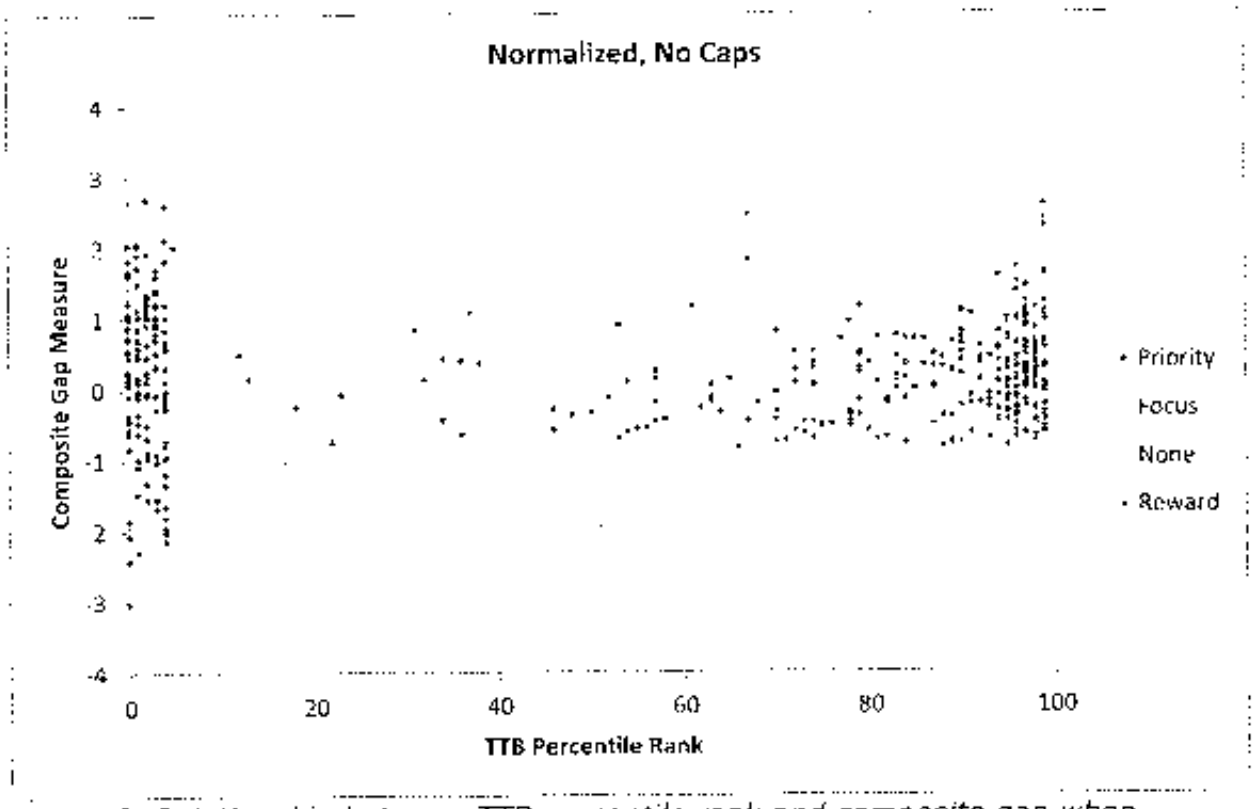


Figure 9. Relationship between TTB percentile rank and composite gap when normalizing alone.

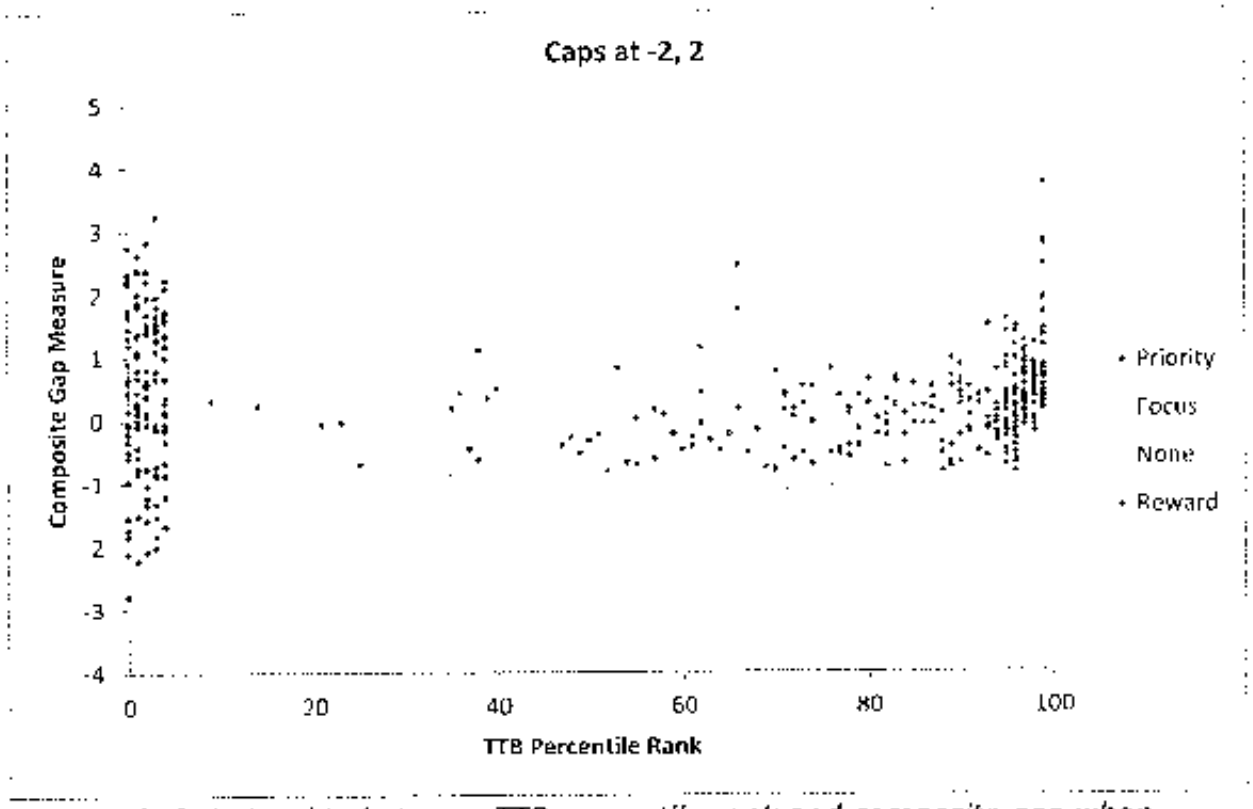


Figure 10. Relationship between TTB percentile rank and composite gap when normalizing and capping at -2, 2.

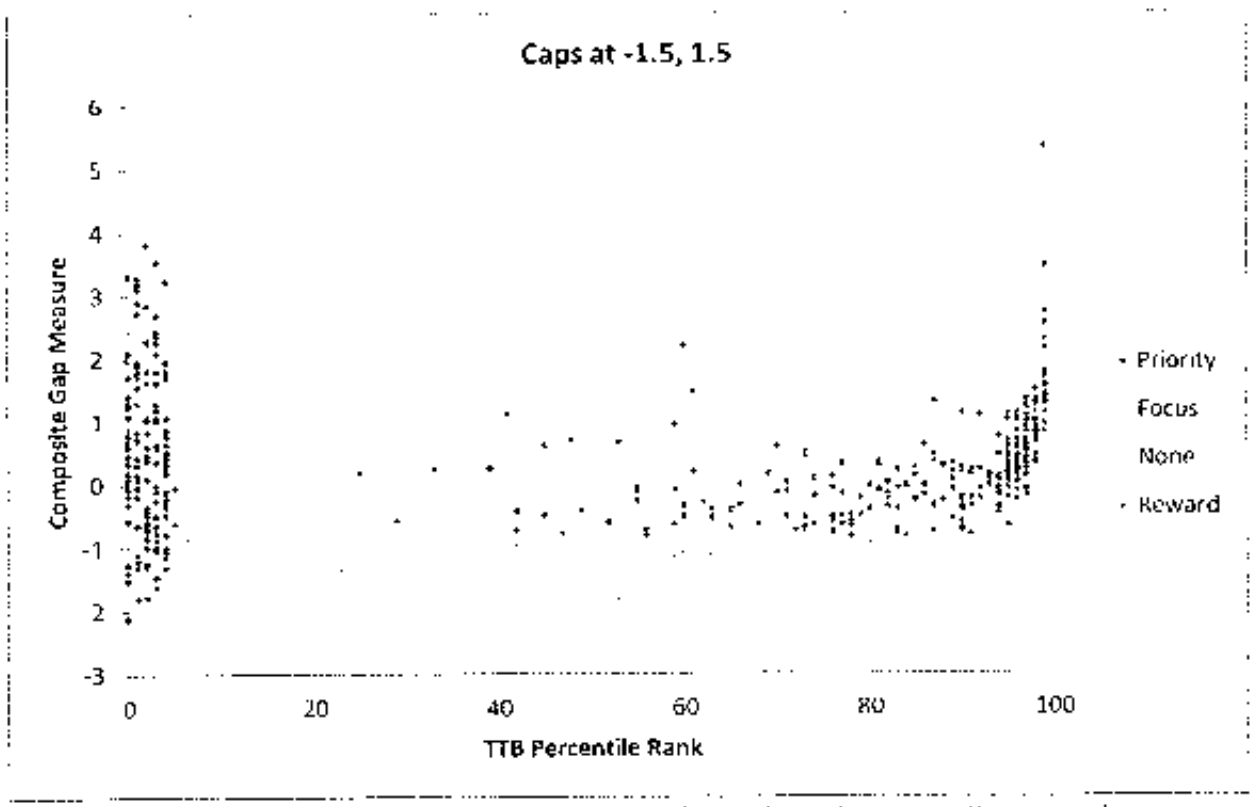


Figure 11. Relationship between TTB percentile rank and composite gap when normalizing and capping at -1.5, 1.5.

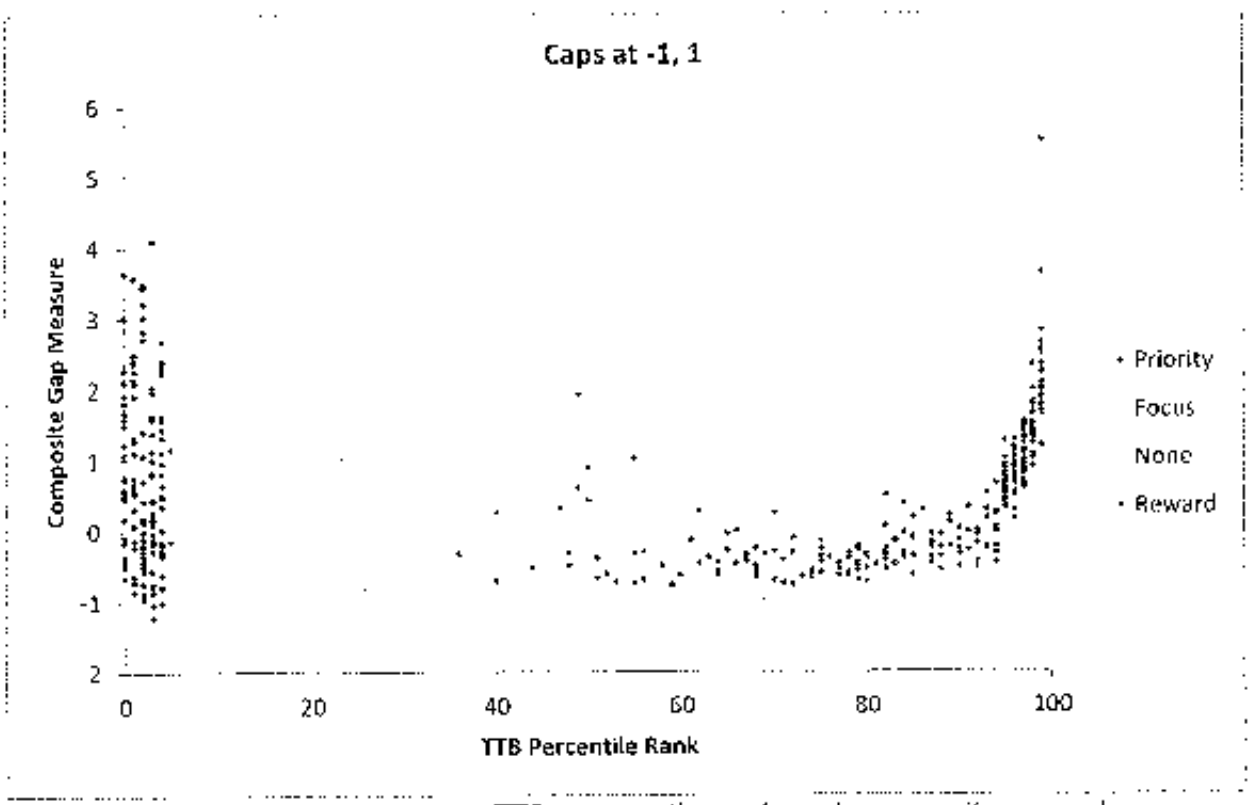


Figure 12. Relationship between TTB percentile rank and composite gap when normalizing and capping at -1, 1.

Figures 8-12 show the relationship between TTB percentile rank and composite gap, identifying priority, focus, and reward schools in each scenario. The impact of the choice of modifications is clear. Normalizing alone reduces the number of extremely high ranked schools that are identified as focus schools. Normalizing and capping at -2 and 2 increases that impact slightly, with no schools ranked above 95 identified as focus schools. Capping at -1.5 and 1 increases that impact markedly, with few schools above the 80th percentile identified as focus schools. Finally, capping at -1 and 1 identifies very few schools above the 75th percentile as focus schools.

The TAC was also shown the impact of the various choices on the relationship between percentage of students disadvantaged in a school and being identified as a focus school. Figures 13-17 show those relationships. Figures 13-17 show the relationships as well as identifying the priority, focus, or reward designation for each school. As can be seen from Figure 13, focus schools tended originally to be distributed throughout the range of economic disadvantage, with very poor schools often instead being identified as priority. Figure 14 shows that normalizing without caps results in fewer very well to do schools being identified as focus schools. Normalizing and capping at -2 and 2 slightly increases that impact. However, normalizing and capping at -1.5 and 1.5 significantly increases that impact. Finally, normalizing and capping at -1 and 1 results in focus schools being identified solely from schools in the middle range of economic disadvantage. This indicates that choosing to normalize and cap at -1 and 1 would result in identifying schools solely from those with the greatest economic diversity.

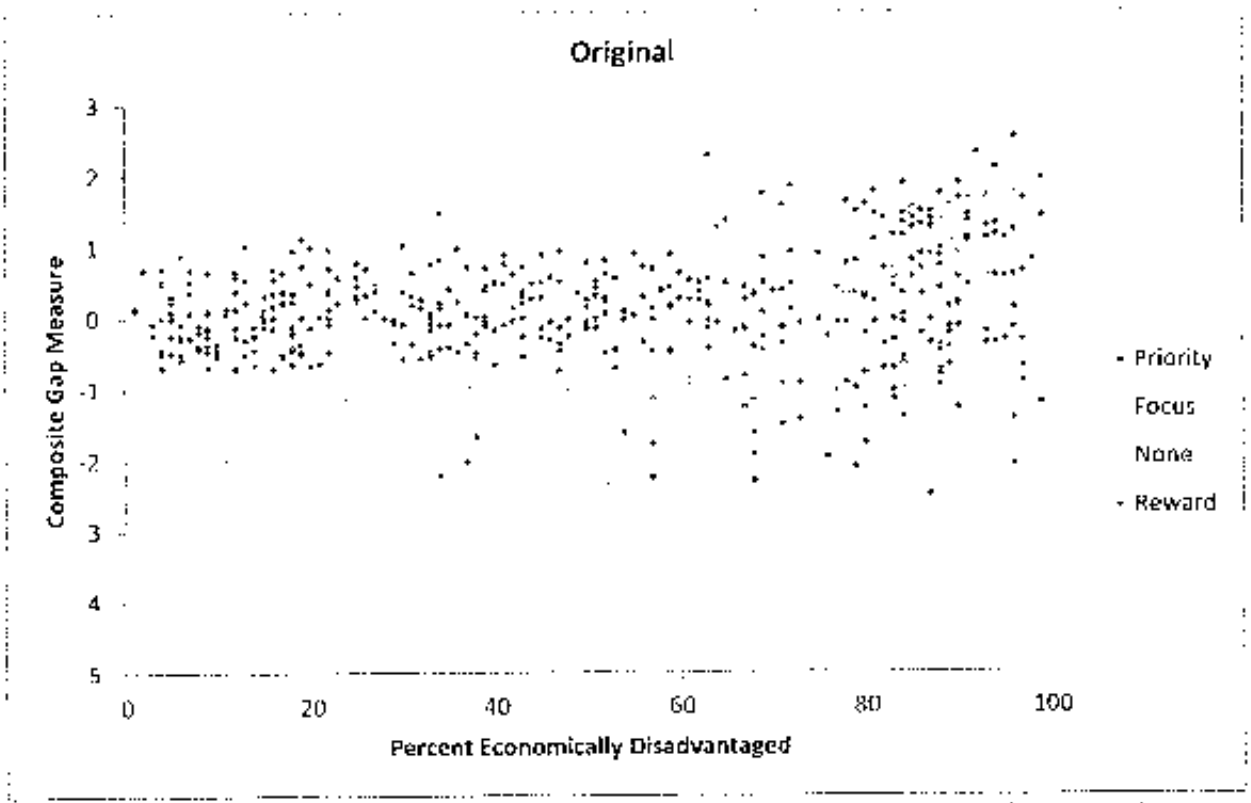


Figure 13. Original relationship between economic disadvantage and composite gap.

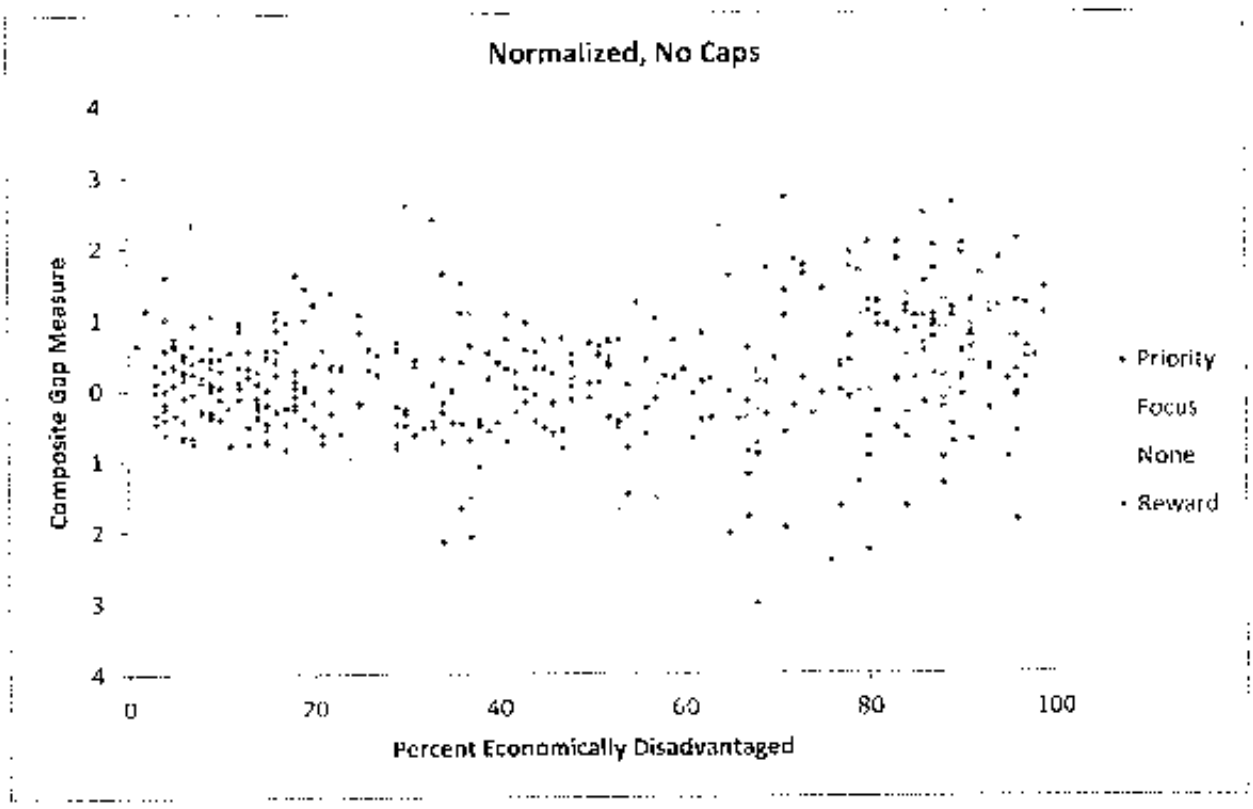


Figure 14. Relationship between economic disadvantage and composite gap when normalizing alone.

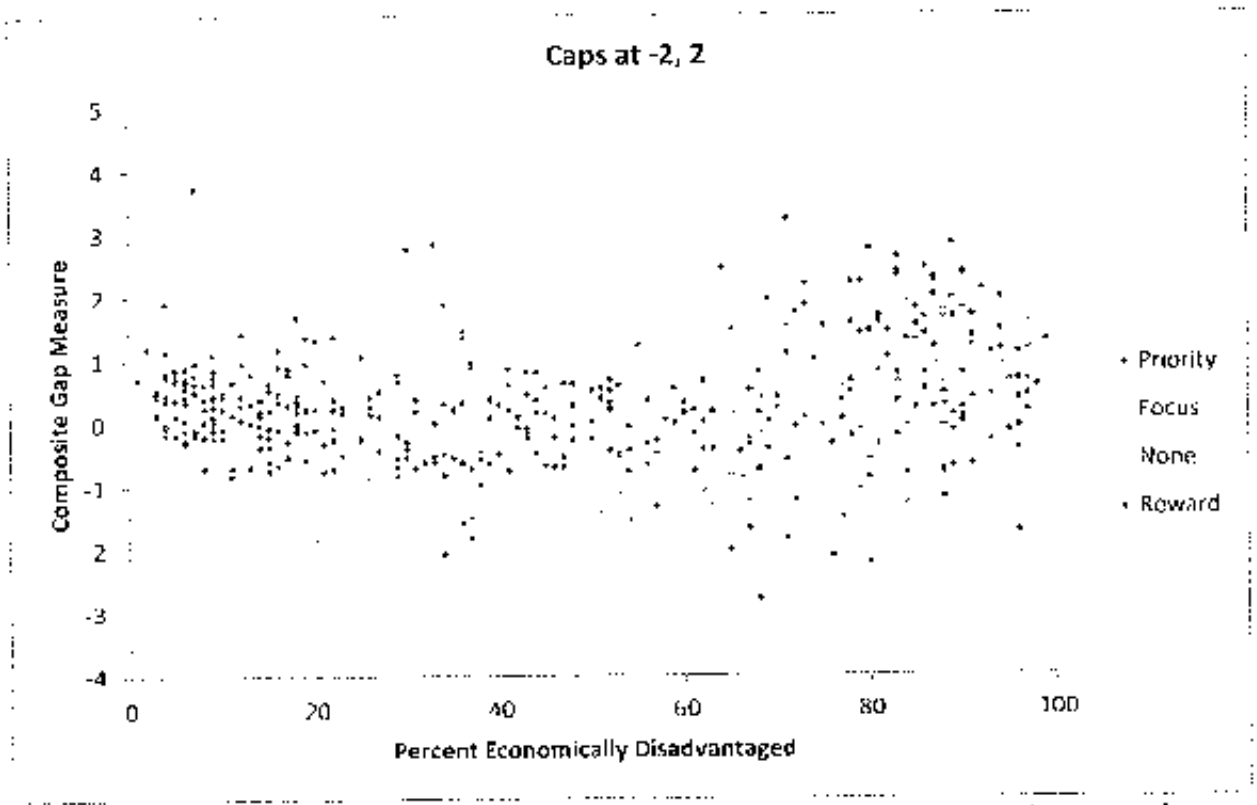


Figure 15. Relationship between economic disadvantage and composite gap when normalizing and capping at -2 and 2.

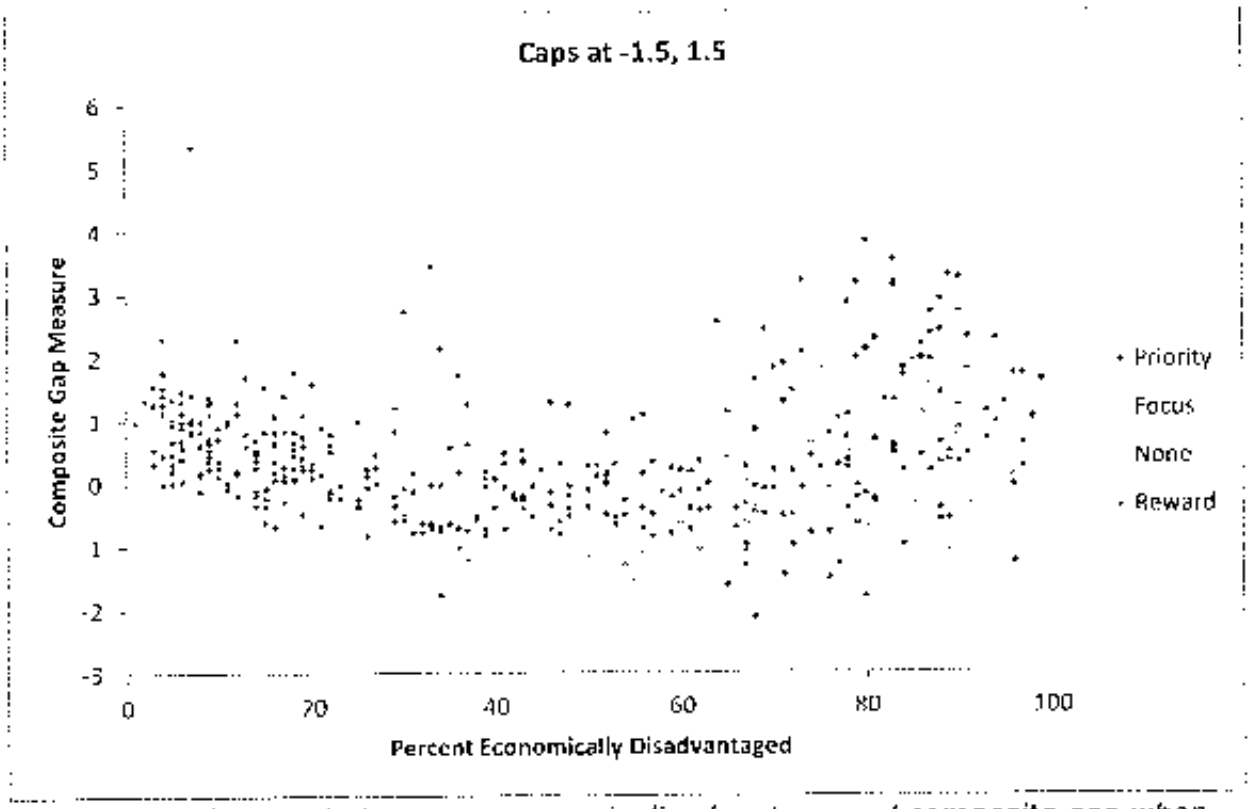


Figure 16. Relationship between economic disadvantage and composite gap when normalizing and capping at -1.5 and 1.5.

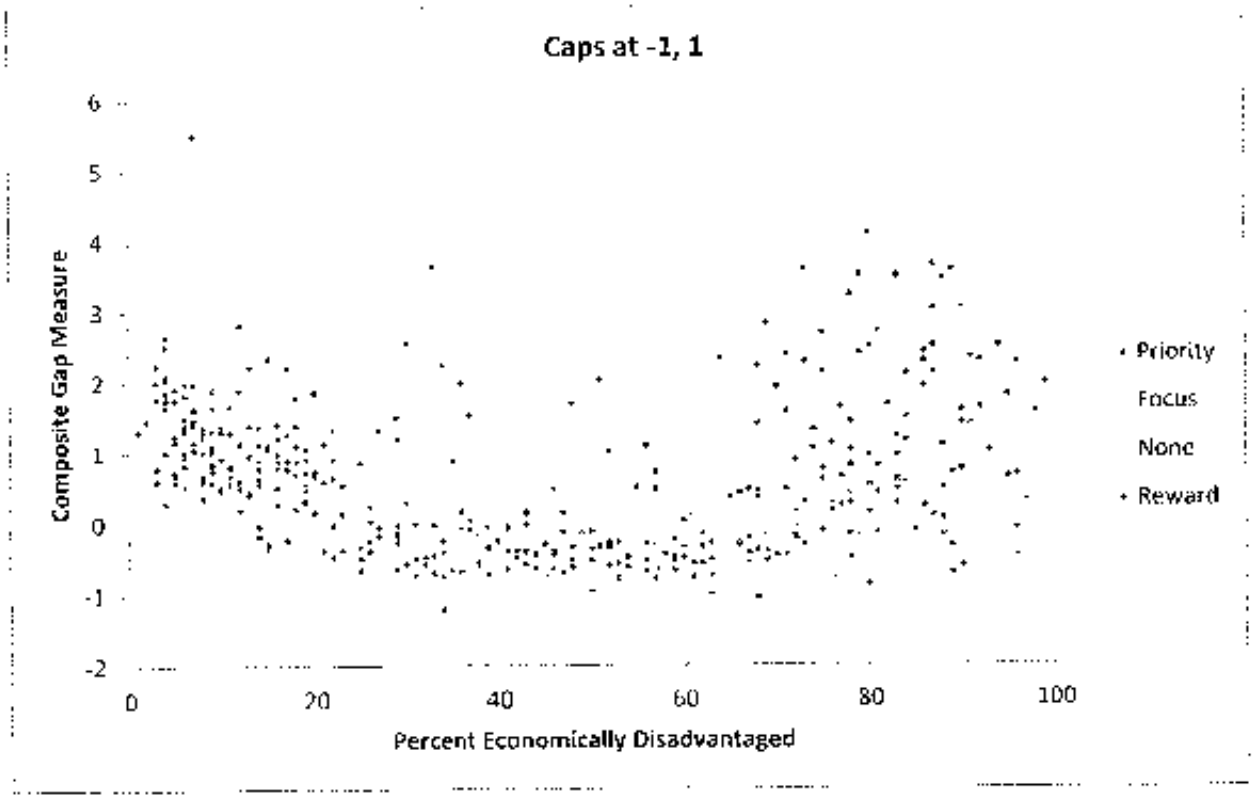


Figure 17. Relationship between economic disadvantage and composite gap when normalizing and capping at -1 and 1.

The TAC was also shown the impact of the various choices on the relationship between percentage of minority students in a school and being identified as a focus school. Figures 18-22 show those relationships, identifying the priority, focus, or reward designation for each school.

From Figures 18-22, it is clear that none of the options for modification has a large impact on the distribution of focus schools across the range of minority rates in schools.

Finally, the TAC was shown the relationship between composite achievement levels and composite gaps, for each of the five runs, as shown in Figures 23-27.

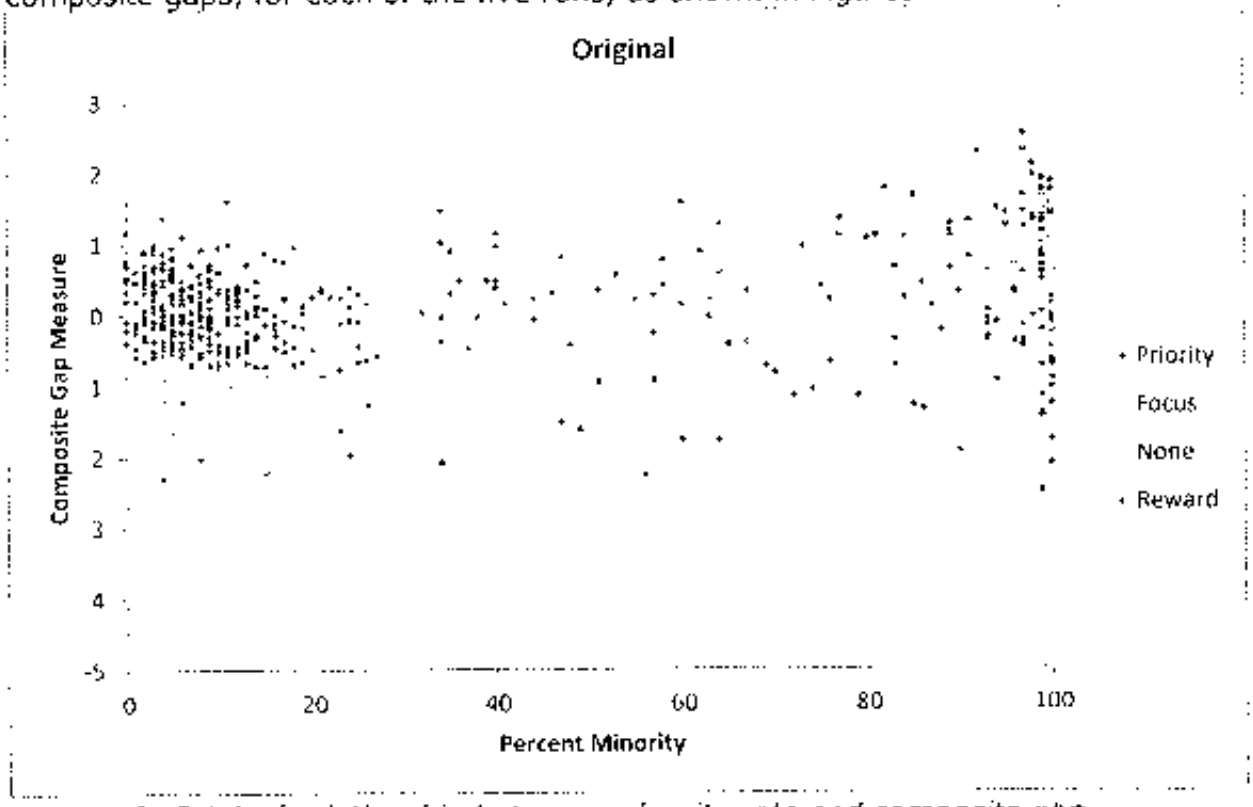


Figure 18. Original relationship between minority rate and composite gap.

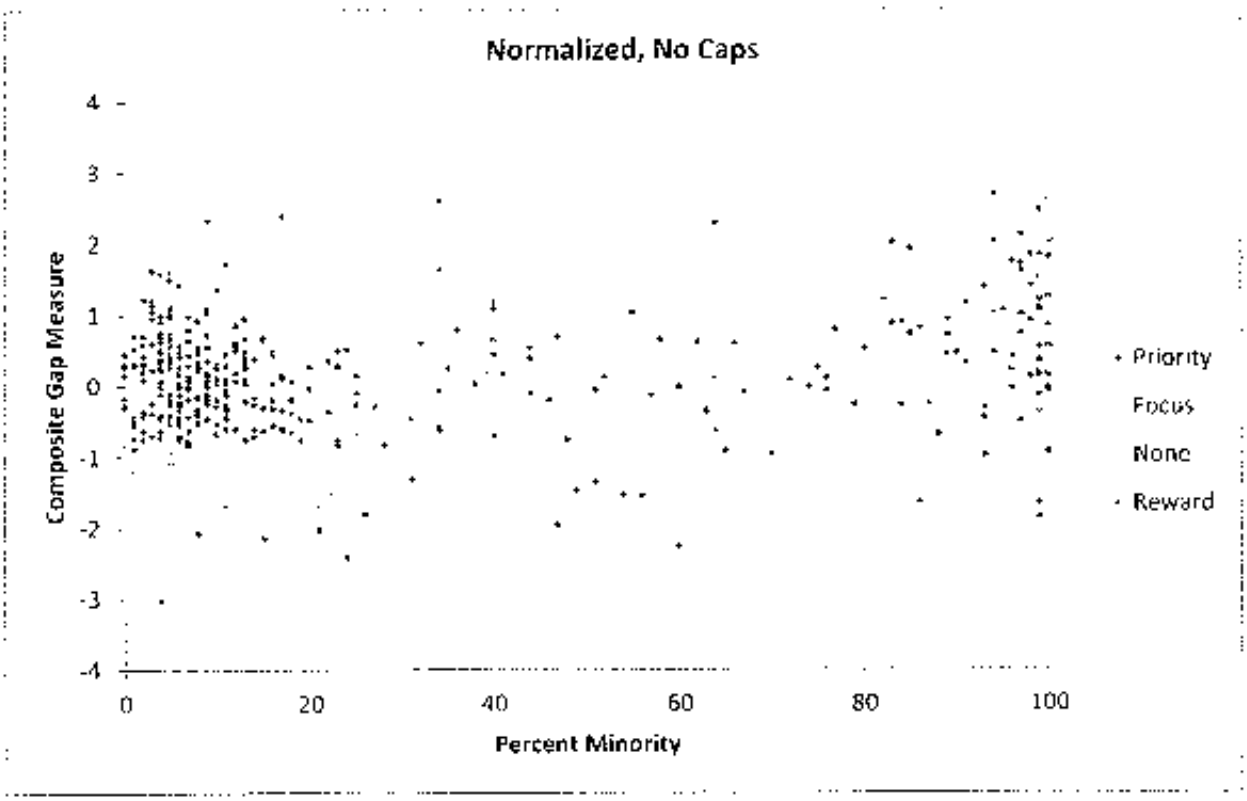


Figure 19. Relationship between economic disadvantage and composite gap when normalizing alone.

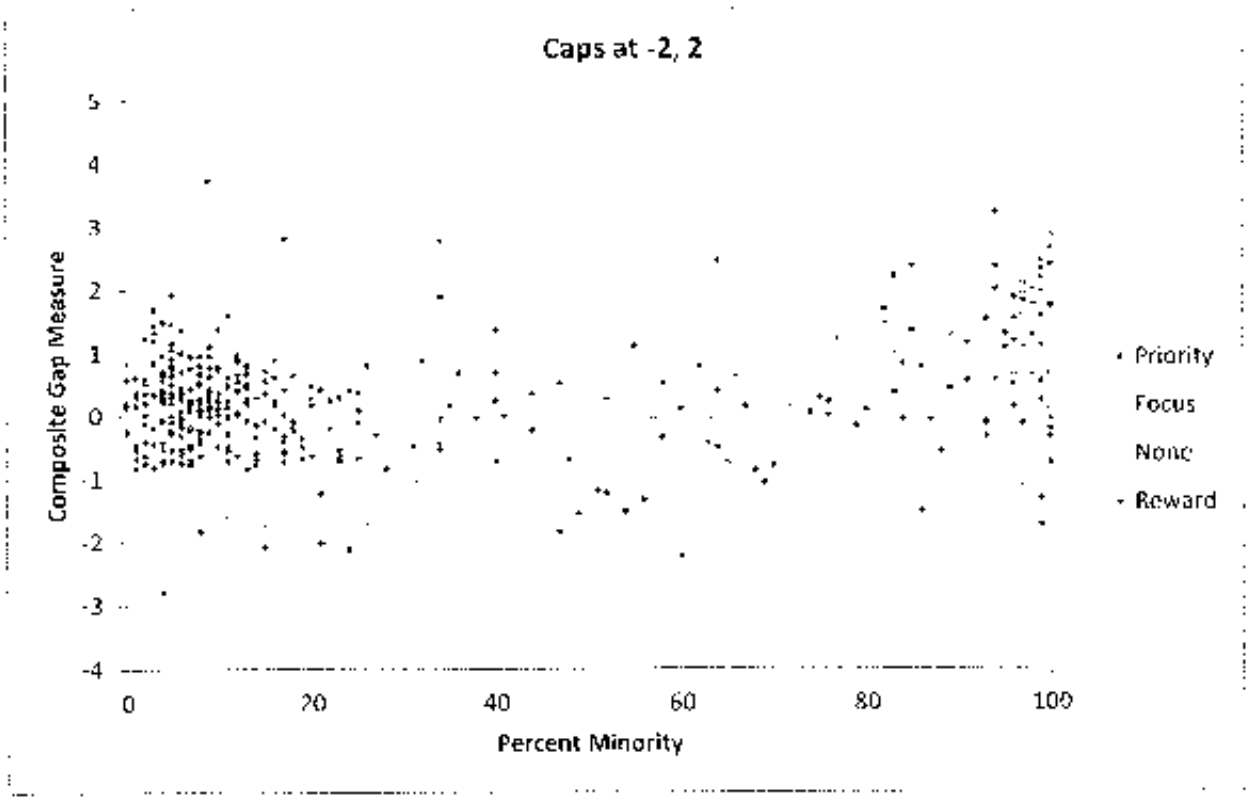


Figure 20. Relationship between economic disadvantage and composite gap when normalizing and capping at -2 and 2.

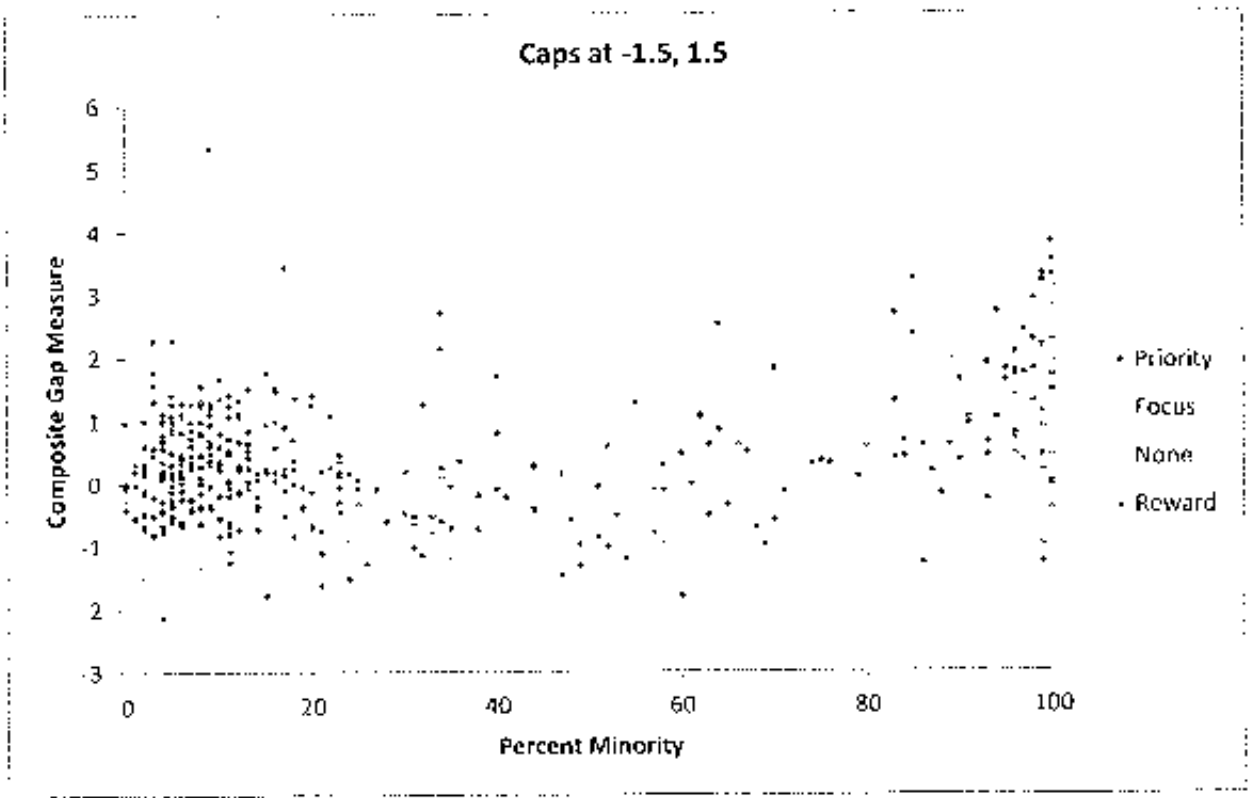


Figure 21. Relationship between economic disadvantage and composite gap when normalizing and capping at -1.5 and 1.5.

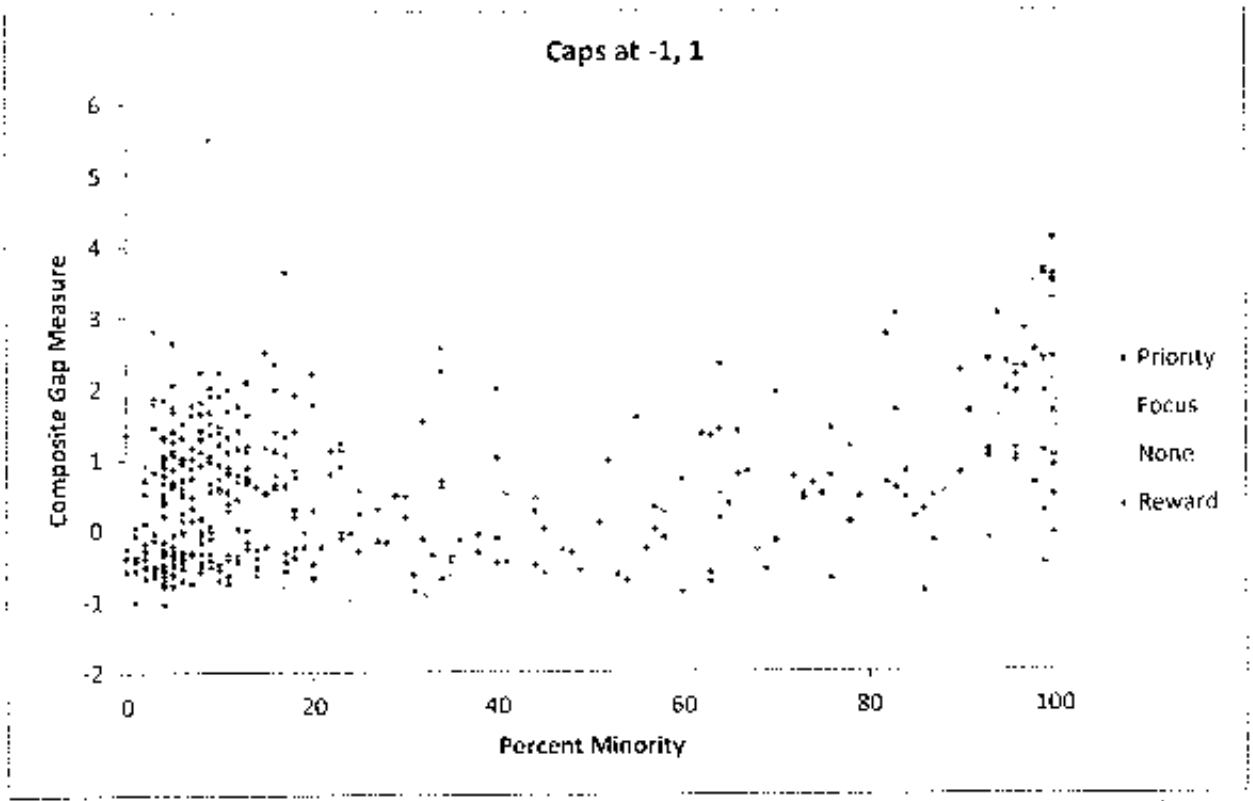


Figure 22. Relationship between economic disadvantage and composite gap when normalizing and capping at -1 and 1.

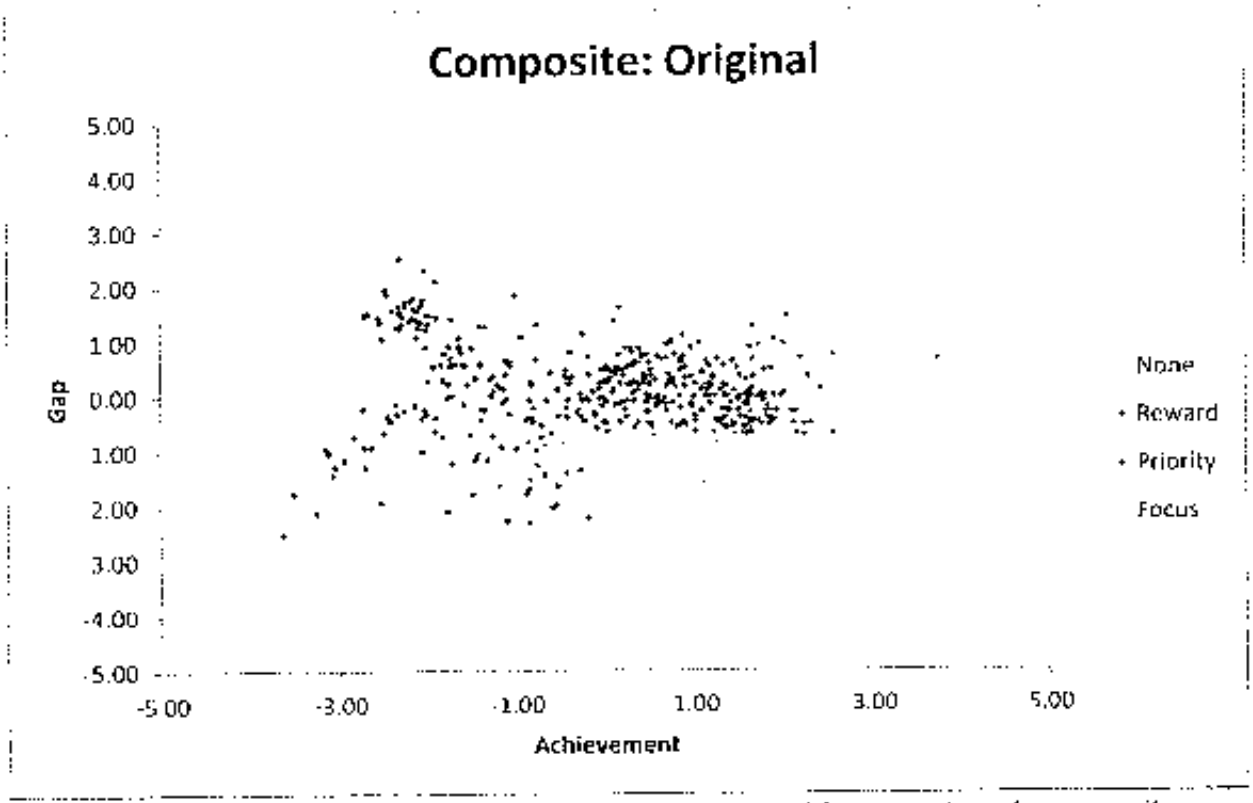


Figure 23. Original relationship between composite achievement and composite gap.

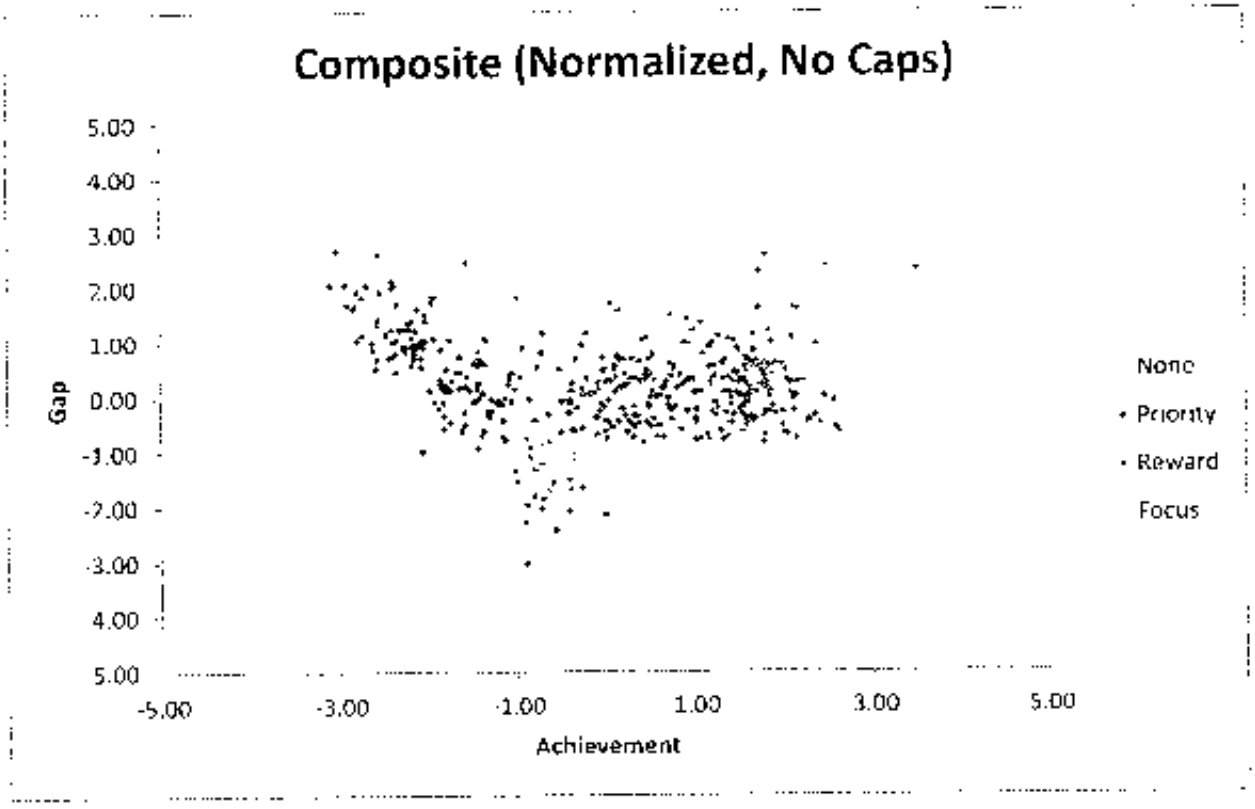


Figure 24. Relationship between composite achievement and composite gap when normalizing alone.

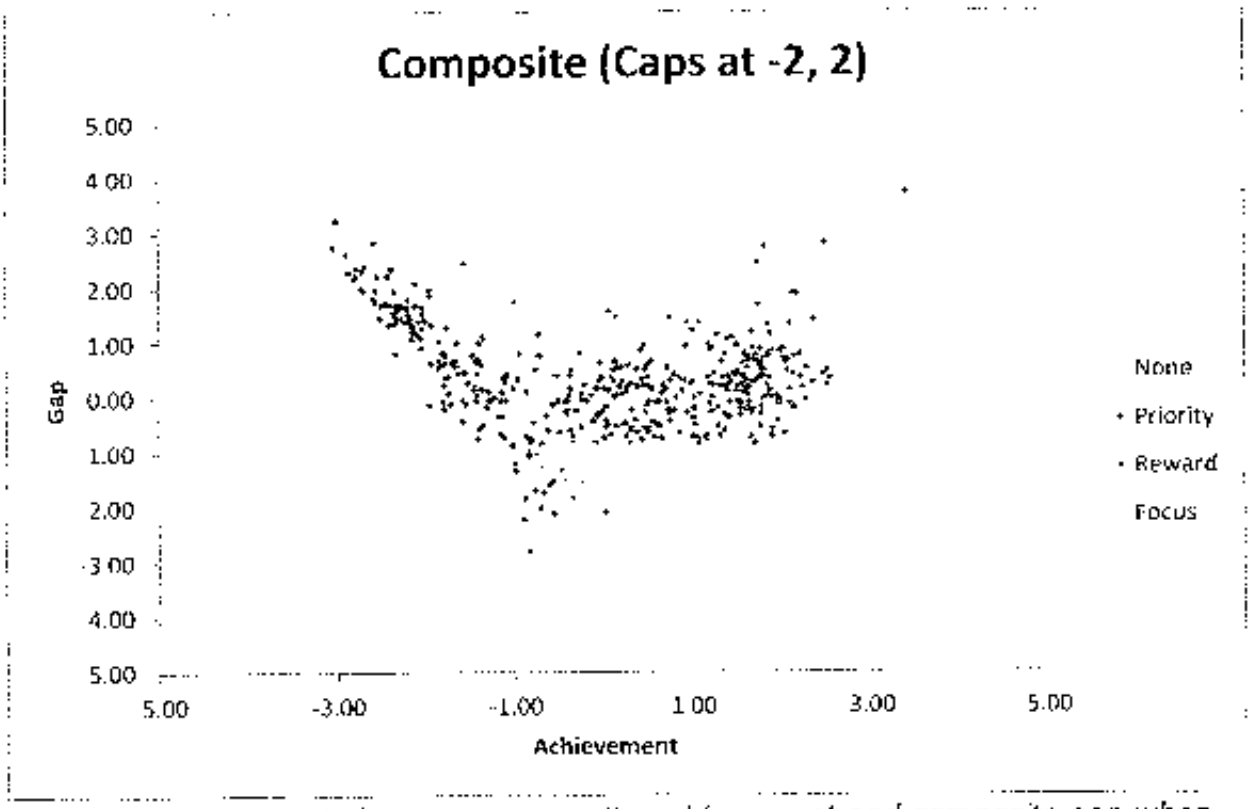


Figure 25. Relationship between composite achievement and composite gap when normalizing and capping at -2 and 2.

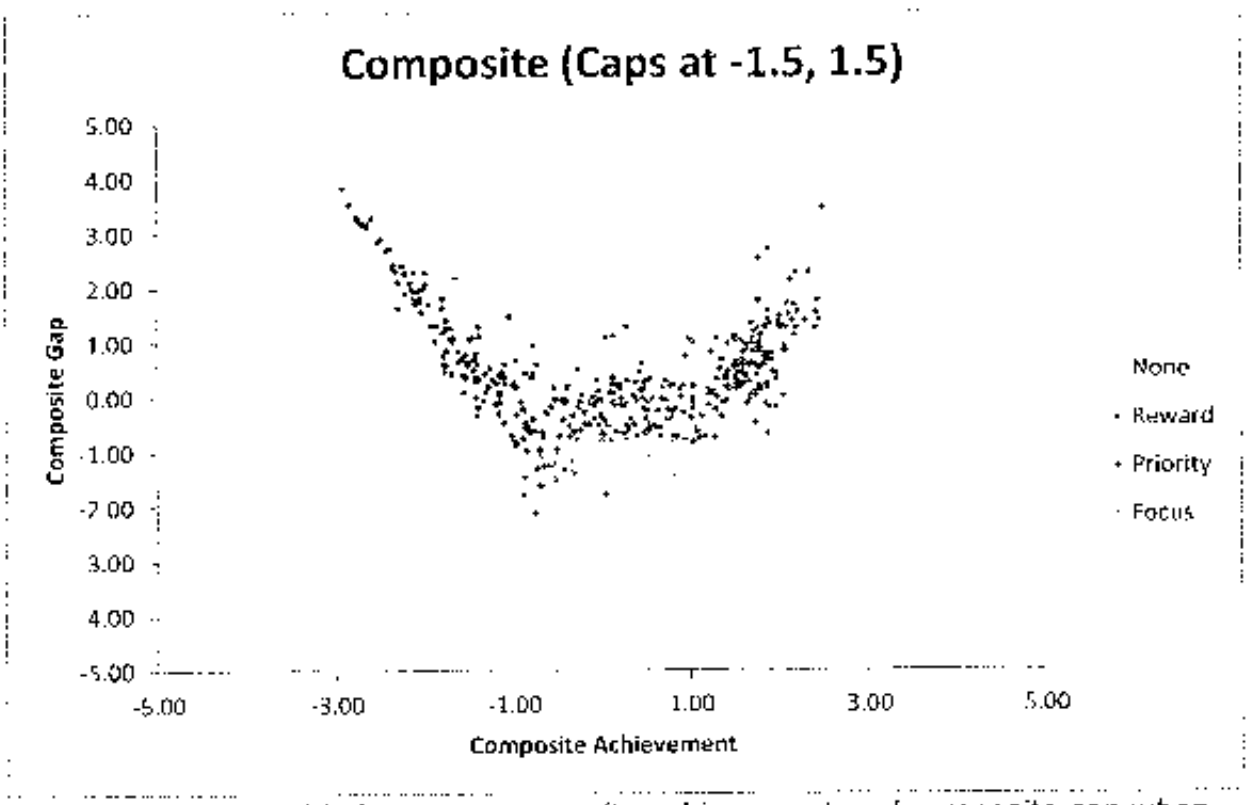


Figure 26. Relationship between composite achievement and composite gap when normalizing and capping at -1.5 and 1.5.

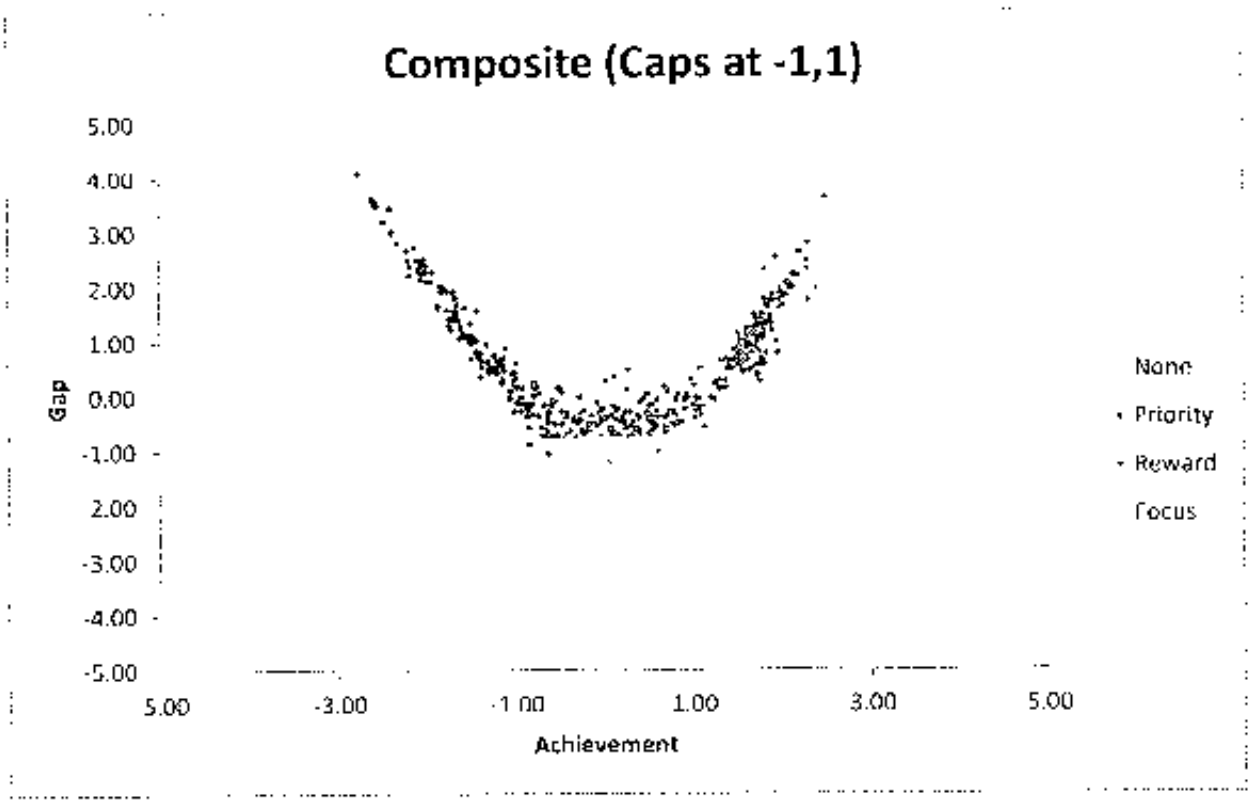


Figure 27. Relationship between composite achievement and composite gap when normalizing and capping at -1 and 1.

As can be seen in figure 23, the relationship between composite achievement and composite gap is negative for the lowest achieving schools, and relative unrelated for the remainder of schools. Normalizing along (figure 24) does not have a strong impact on the relationship, nor does normalizing and capping at -2 and 2 (figure 25). However, capping at -1.5 and 1.5 results in only schools in the middle range of achievement being identified as focus schools. Capping at -1 and 1 exaggerates that effect in that only schools from a small middle range of achievement are identified as focus schools.

The TAC recommended to BAA staff that in order to accomplish the object (to blunt the impact of outliers on focus identification), that the top to bottom metric should be modified by both normalizing student z-scores and by capping at least at -2 and 2. The TAC did indicate that capping at -1 and 1 would have a deleterious impact in terms of making the focus designation a proxy for middle levels of achievement and economic diversity. The TAC indicated that from a technical point of view the lower cap should lie somewhere between -2 and -1.5 and the upper cap should lie somewhere between 1.5 and 2, but the exact location of the caps is more a policy decision, and would be better deliberated upon by the BAA AC. The TAC also indicated that putting the information in some of the scatterplots into tables instead may help the BAA AC in interpreting the data.

BAA AC Meeting and Recommendations

The BAA AC was convened after the meeting with the BAA TAC. They were provided with the same information as the BAA TAC, plus the information in tables 4-8. Table 4 shows the average TTB rank of focus and non-focus schools and the maximum rank of a focus school under the five different methods of calculating the TTB metrics. As can be seen from Table 4, the average TTB rank of focus schools drops considerably when normalizing, with capping having a small effect. In addition, the average TTB ranking of non-focus schools increases slightly with normalizing and capping. Finally, the maximum ranking of focus schools decreases with normalizing and capping, indicating that fewer very highly ranked schools are identified as focus schools when normalizing and capping.

Table 4. Descriptive Statistics on TTB Rank.

Modification	Average TTB Rank of Focus Schools	Average TTB Rank of Non-Focus Schools	Max Rank of Focus Schools
Original	55	49	99
Normalized, no caps	41	51	98
Normalized, caps at -2, 2	39	51	95
Normalized, caps at -1.5, 1.5	39	52	92
Normalized, caps at -1, 1	42	52	95

Table 5 shows the number of priority schools by range of economic disadvantage, and table 6 shows the same for focus schools. It is clear from table 5 that normalizing has a

minimal effect on the relationship between economic disadvantage and priority designation, with a slightly larger effect when adding in caps at -2 and 2. However, the impact of capping at -1.5 and 1.5 or -1 and 1 is considerable in that many more schools in the 26-50% range and the 51-75% range are identified as priority schools.

Table 5. Number of Priority Schools by Range of Economic Disadvantage

	Range of Economic Disadvantage			
Modification	<25%	25-50%	51-75%	>75%
Original	0	8	30	108
Normalized, no caps	0	8	32	105
Normalized, caps at -2, 2	0	9	35	101
Normalized, caps at -1,5, 1.5	0	12	46	88
Normalized, caps at -1, 1	0	15	50	81

Table 6 shows that normalizing reduces the number of schools identified as focus schools, and that capping reduces that number even further. The BAA AC found this to be a significant advantage. However, capping at -1.5 and 1.5 or at -1 and 1 does move many more focus schools into the middle ranges of economic disadvantage. Given that this results in identifying focus schools only from those that are the most economically diverse, the BAA AC found this to be a significant disadvantage.

Table 6. Number of Focus Schools by Range of Economic Disadvantage

	Range of Economic Disadvantage			
Modification	<25%	25-50%	51-75%	>75%
Original	118	134	87	19
Normalized, no caps	89	127	98	27
Normalized, caps at -2, 2	73	137	96	25
Normalized, caps at -1,5, 1.5	43	137	114	22
Normalized, caps at -1, 1	17	147	116	19

After discussion of the information presented and the issues surrounding the different options for modification, the BAA AC concurred with the BAA TAC recommendations of normalizing and capping at least to some degree. However the BAA AC indicated that capping at -2 and 2 was the preferable option in that it had minimal impact on the relationships between economic disadvantage and focus identification and between school achievement levels and focus identification. BAA AC did express concern that if caps other than -2 and 2 were implemented, priority identification would be limited to economically diverse schools and to schools in a small middle range of achievement.

However, the BAA AC members felt that while normalizing and capping at -2 and 2 would address the vast majority of problematic identifications of focus schools, there might still be a small number of schools whose bottom 30 groups are high performing enough to warrant their not being identified as focus schools. They recommended that BAA staff identify a reasonable threshold for the performance of bottom 30 groups that would exempt schools from being identified as focus schools if the bottom 30 group scored above that threshold. They also recommended that this threshold replace the good getting great exemption already in MDE's approved flexibility waiver.

BAA Identification of Bottom 30 Threshold to Exempt Schools from Being Identified as Focus Schools

BAA staff identified three possible thresholds for the bottom 30 subgroup for exempting schools from focus identification. These were:

1. Exempt schools from focus identification if their bottom 30 subgroup meets its scorecard target in at least two subjects and their TTB percentile rank is at least 75.
2. Exempt schools from focus identification if their bottom 30 subgroup scores higher than the overall state average in at least two subjects and their TTB percentile rank is at least 75.
3. Exempt schools from focus identification if their bottom 30 composite achievement is at or above the 90th percentile of composite achievement for bottom 30 subgroups.

While each threshold would exempt a similar small number of schools whose bottom 30 group is relatively high performing, each has different strengths. The strength of option 1 is that it is tied to the school scorecard. The strength of option 2 is that it is directly related to the criticisms many have leveled concerning the focus metric—that focus schools whose bottom 30 groups exceed the state average should not be considered focus schools. The strength of option 3 is that it is cleaner to implement. In evaluating the strengths of each option, it was clear that tying the threshold directly to one of the major criticisms of the metric was the most desirable.

Summary of Recommendations

Based on consultations with stakeholders, it is recommended that the top to bottom metric be modified in the following ways:

1. Normalizing student z-score distributions.
2. Capping student z-score distributions at -2 on the lower end and at 2 on the upper end.
3. Exempting from focus designation any school whose bottom 30 group scores at or above the state average in at least two subject areas.

BOTTOM 30% SUBGROUP IN FOCUS SCHOOLS
DATA APPENDIX

Michigan's addition of the bottom 30% subgroup has added a new layer and dimension to accountability and helps schools focus on their within-school *achievement* gaps. It is the size of this within-school gap between the top 30% subgroup and the bottom 30% subgroup that identifies schools as Focus schools within Michigan, meaning that the schools with the largest within school gaps are identified as focus schools. This addendum provides an analysis of the demographic characteristics of the bottom 30% subgroup in Focus schools.

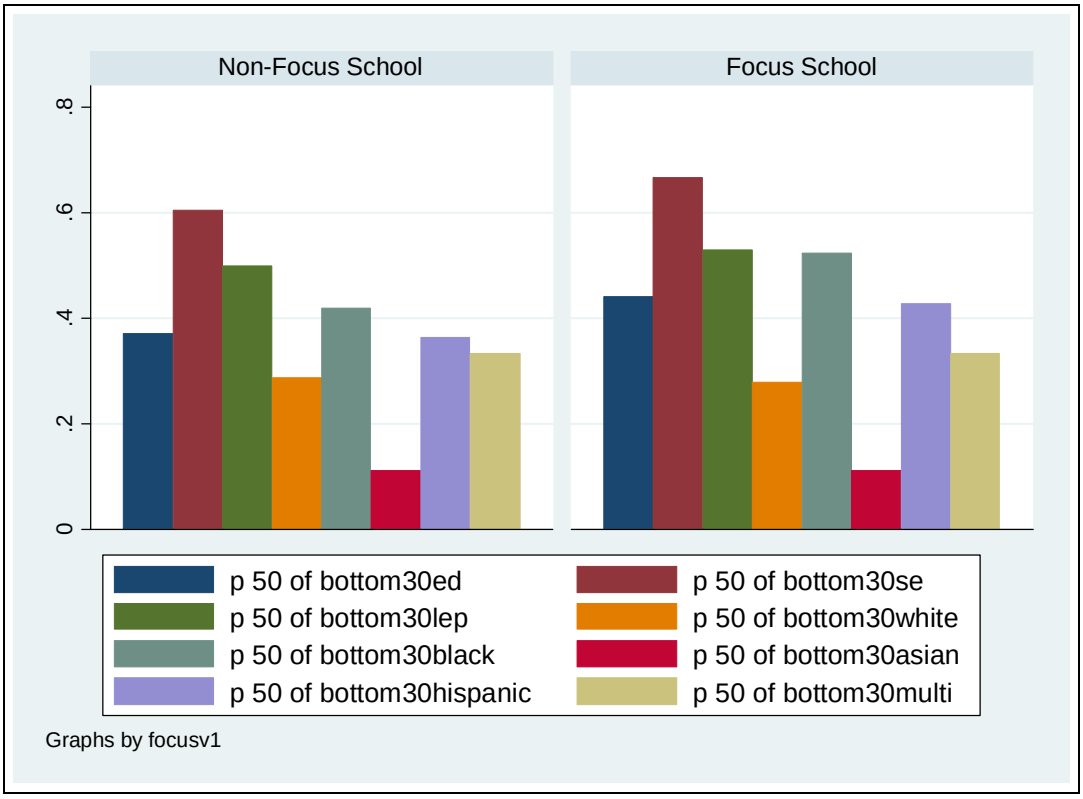
To produce Figure 1, we calculated for each school the proportion of the bottom 30% subgroup that was marked as being in each traditional demographic subgroup (for example, the proportion of the bottom 30% subgroup that was also economically disadvantaged). We then sorted schools by whether they were or were not flagged as focus schools. Then, for each group of schools (non-focus, focus), we calculated the median proportion of the bottom 30% subgroup that was also marked as being in one of the traditional subgroups.

In Figure 1, the left panel represents non-focus schools and the right panel represents focus schools. The bars then represent the typical proportion of the bottom 30% subgroup in each type of school that are also flagged as being in one of the traditional demographic subgroups. For example, the dark blue bars indicate that in non-focus schools, the bottom 30% subgroup is typically also approximately 38% economically disadvantaged; but that in focus schools the bottom 30% subgroup is also typically approximately 43% economically disadvantaged.

Figure 1 demonstrates two main points:

1. The bottom 30% subgroup in Focus schools contains all of the standard ESEA subgroups.
2. Focus schools have a higher representation of students with disabilities (labeled "se" in the above graphic), limited English proficient (LEP) students, and black and Hispanic students in their bottom 30% subgroup than non-focus schools.

Figure 1: Composition of Bottom 30% Subgroup in Non-Focus and Focus Schools

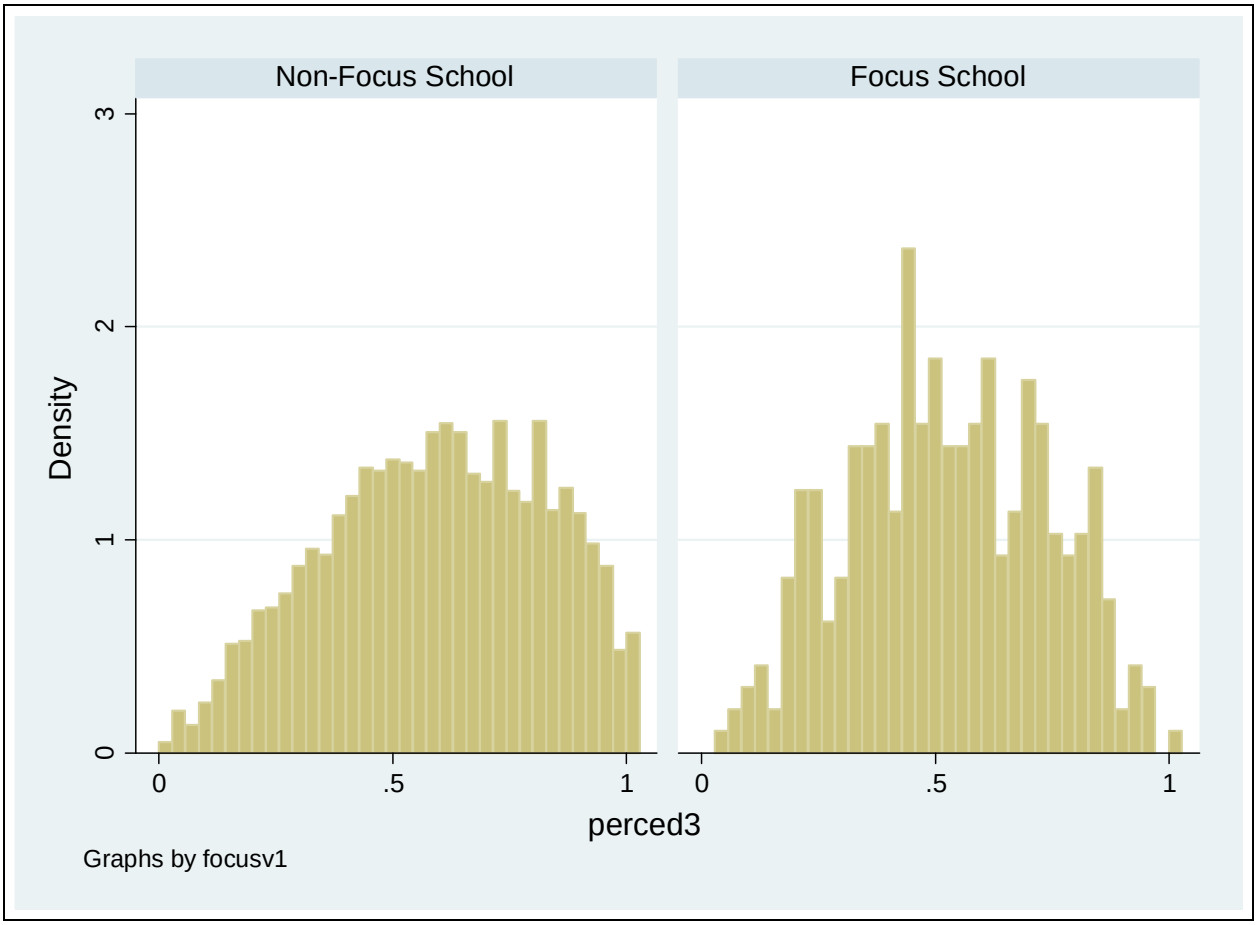


Economically Disadvantaged in Focus Schools

Figure 2 shows the distribution of the bottom 30% subgroup that is also economically disadvantaged in Focus schools and non-Focus schools. The left panel of Figure 2 represents non-focus schools and the right panel represents focus schools, with the x axis of each panel representing the proportion of students in each school that are economically disadvantaged and the y axis representing the number of schools with each degree of economic disadvantage.

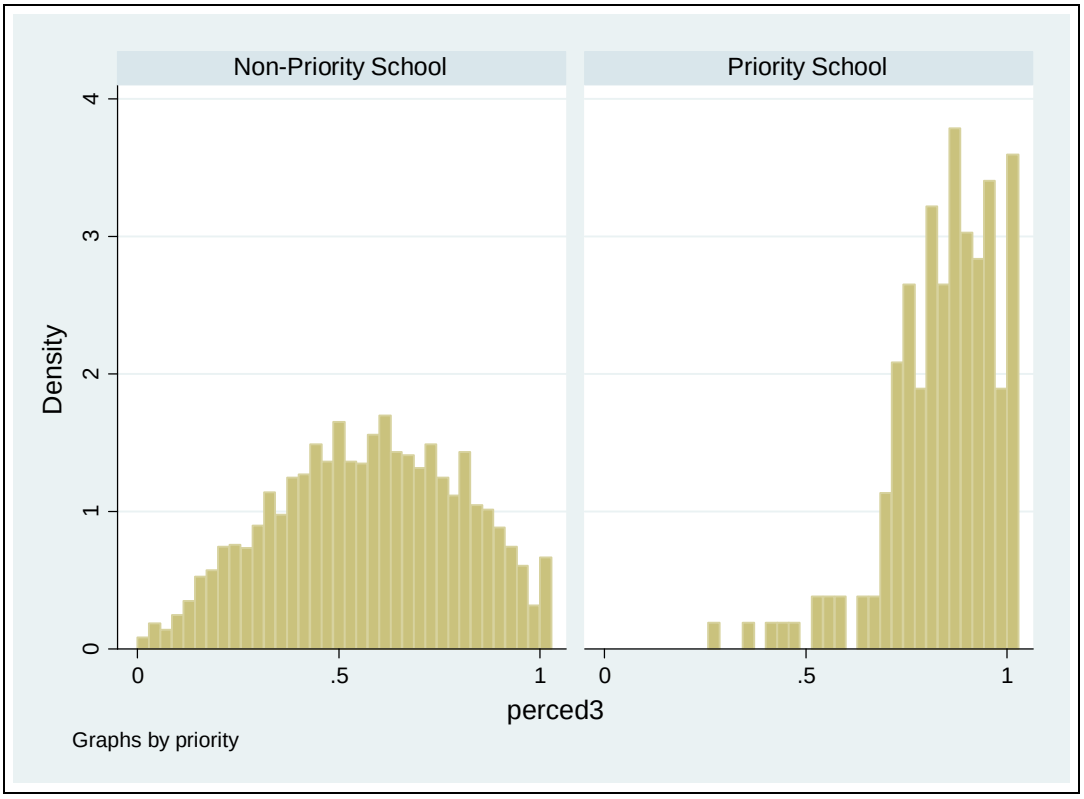
It can be seen that the bottom 30% subgroup in Focus schools includes schools with both high and low levels of economic disadvantage. While the percentages of economically disadvantaged students in the bottom 30% subgroup in Focus schools tends to be higher than in non-focus schools, it is not strikingly so, and economic disadvantage is not the defining characteristic of the bottom 30% subgroup. This was important for us to understand if the bottom 30% subgroup was simply serving as a proxy for another demographic characteristic. It does not appear to be functioning in that way.

Figure 2: Composition of the Bottom 30% Subgroup in Focus and Non-Focus Schools



One reason for the somewhat lower representation of schools with a high proportion of economically disadvantaged students in the bottom 30% subgroup in the Focus category is that many of these schools are already priority schools. Figure 3 (the same as Figure 2, but with the left and right panels representing non-priority and priority schools) demonstrates that the bottom 30% subgroup in Priority schools is predominately economically disadvantaged; this is also due to the fact that Priority schools, as a whole, are highly economically disadvantaged, regardless of bottom 30% subgroup status.

Figure 3: Composition of the Bottom 30% Subgroup in Priority and Non-Priority Schools



Racial/Ethnic Categories

Returning to Figure 1, it is clear that the bottom 30% subgroup in Focus schools consists of all of the ESEA-required demographic subgroups, including the six racial/ethnic categories. To dig a bit deeper, we now analyze the composition of the bottom 30% subgroup in Focus schools in terms of the percent of students who are black/African American. The questions are twofold: 1) to what degree does the bottom 30% subgroup in Focus schools include black/African American students as compared to non-focus schools, and 2) does the bottom 30% subgroup ONLY include black/African American students? Figure 4 below shows the composition.

Figure 4: Composition of Black/African-American Students in the Bottom 30% Subgroup in Focus and non-Focus Schools

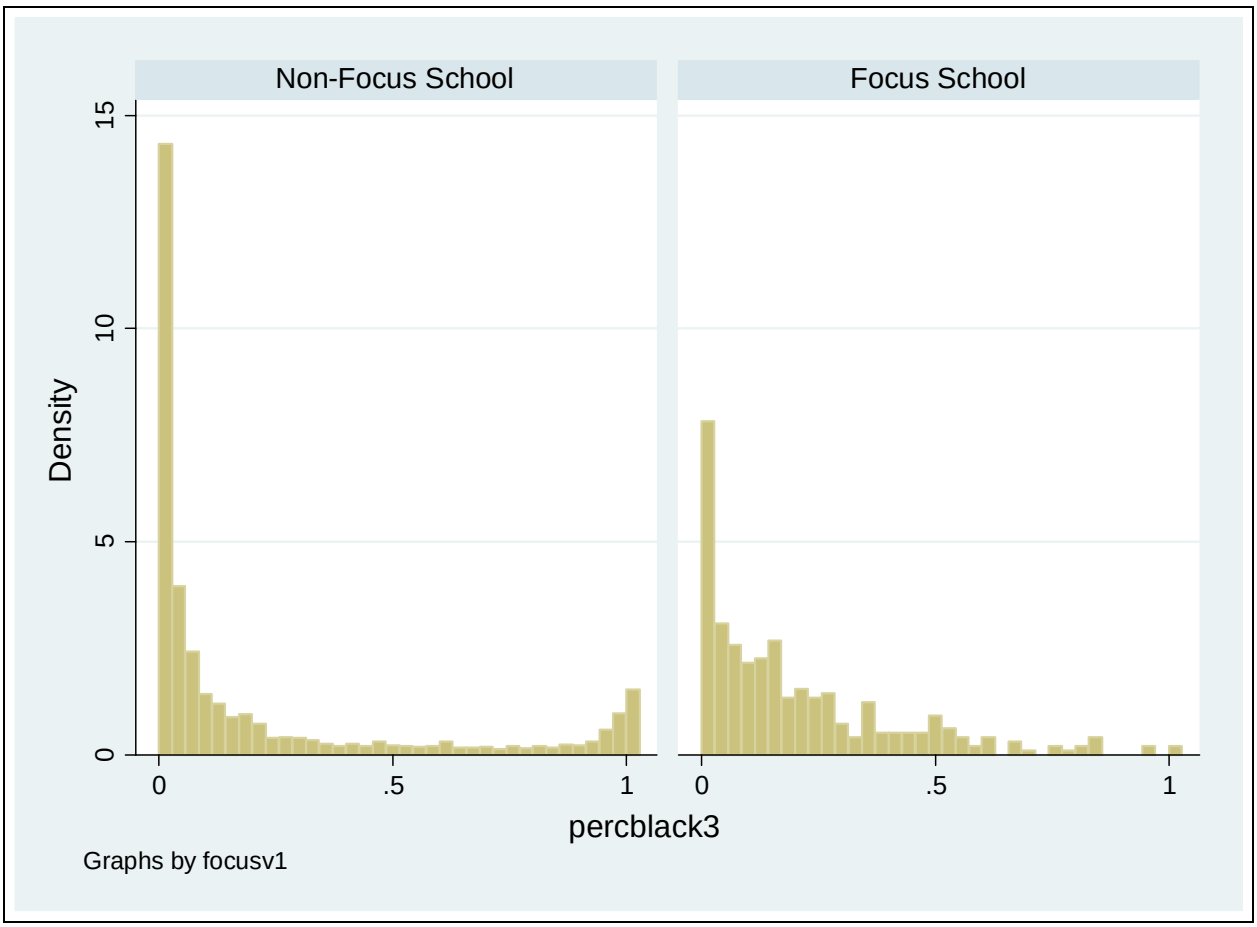
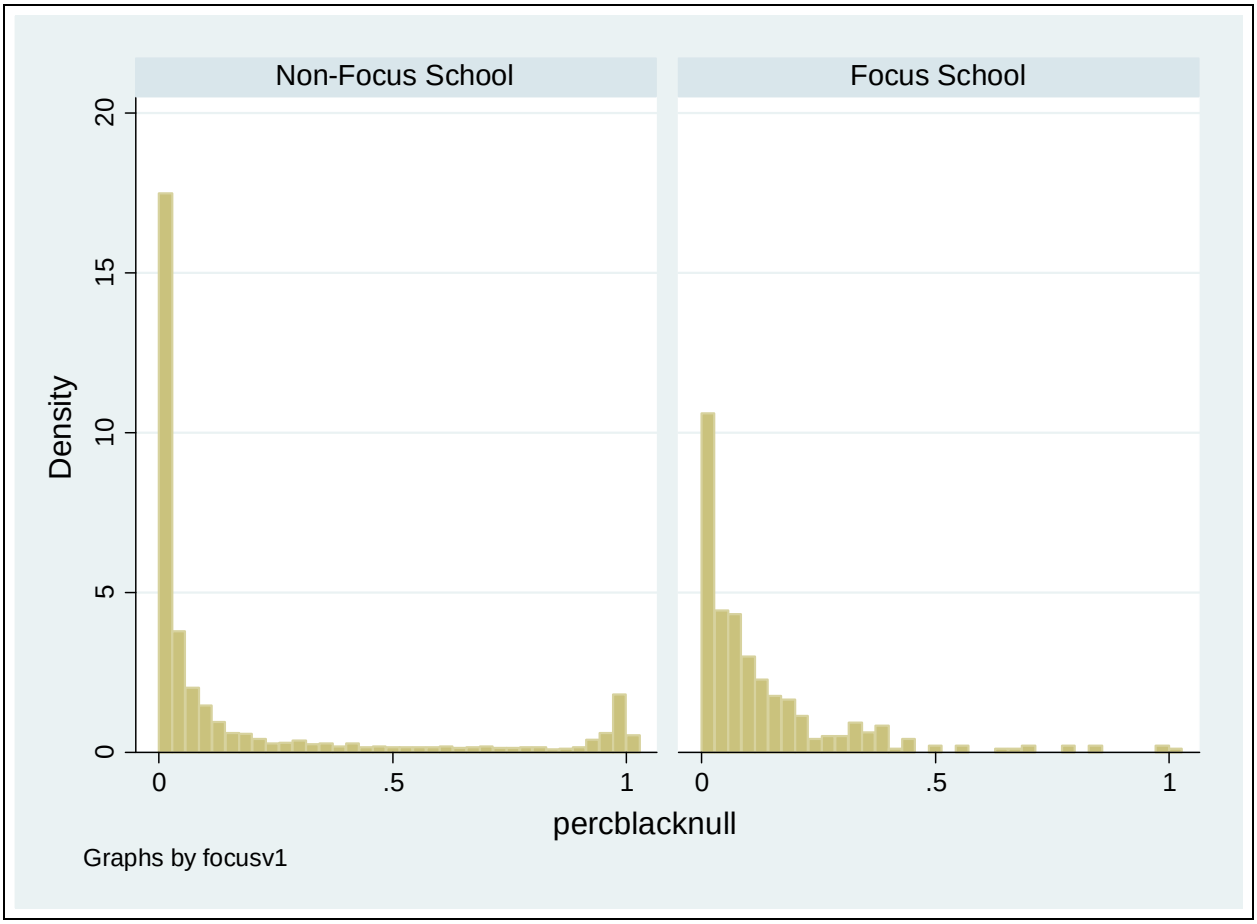


Figure 4 shows that the distribution of the percentage of the bottom 30% subgroup that is black/African American in Focus schools is different than in non-focus schools. From Figure 4, it can be seen that Focus schools tend to contain a higher proportion of black/African-American students than non-Focus Schools, but there are many non-focus schools with high proportions of black/African American students. Figure 5 shows the proportion of the each entire school (not just the bottom 30% group) that is black/African American. In comparing Figure 5 to Figure 4, it can be seen that the distributions are very similar, demonstrating that black students are not over-represented in the bottom 30% subgroup in Focus schools as compared to the composition of the school overall. In other words, Focus schools tend to have a more diverse composition in terms of black/African-American students, and these students are relatively evenly distributed across the school and the bottom 30% subgroup.

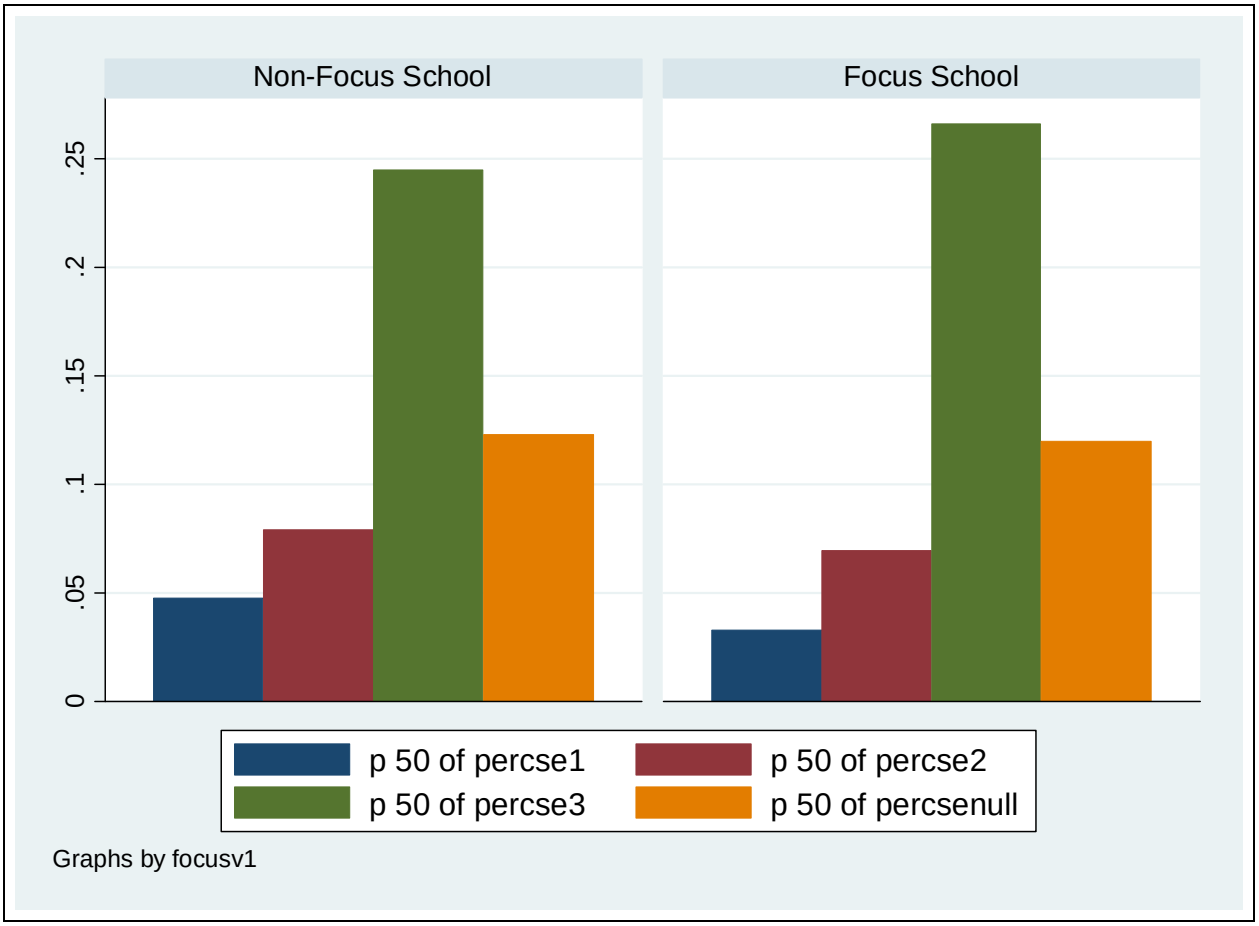
Figure 5: Whole-School Composition of Black/African-American Students in Focus and non-Focus schools.



Students with Disabilities in the Bottom 30% Subgroup in Focus Schools

Figure 6 shows the distribution of students with disabilities in each of the subgroups (top 30% in dark blue, middle 40% in red, bottom 30% in green, and whole school in orange) in Focus and non-Focus schools. The bottom 30% subgroup includes students with disabilities at a higher rate than the other two subgroups across both types of schools as might be expected. However, the composition of the bottom 30% in Focus schools is similar to that in non-Focus schools in terms of students with disabilities.

Figure 6: Distribution of Students with Disabilities in Focus and non-Focus Schools.



Accountability Designation Considerations and Supports for Center Programs

Throughout Michigan, there are center programs that are designed to meet the specific academic, social and transition goals of students with disabilities with more intensive programming than those offered in traditional school settings. Center programs by design, are organized to meet unique needs of a very specific population of learners. Center programs serve students through age 25, require an accountability system that aligns with the types of programming offered for students with disabilities. Center programs are designated as individual schools for the purpose of data tracking, and have a separate building code.

Michigan assures that all students, including those in center programs, are assessed, using appropriate state approved assessments. These center programs are included in the Top-to-Bottom ranking, using the specialized assessments identified for each student within their individual education program (IEP). The specific set of interventions and requirements identified for the "Priority" or "Focus" accountability designation are not appropriate for center programs in Michigan, due to the unique nature of these schools. Although reward schools do not require interventions that are problematic, the designation of "reward" does not align with the measures that should be used to identify progress and achievement in center programs.

A litigation settlement between the MDE and a number of these center programs in 2013 removes these designations and the placement of such schools under authority of the School Reform Office for the purposes of developing and implementing a reform/redesign plan or similar efforts.

Since center programs are not considered identified as Priority or Focus Schools, nor placed under the supervision of the School Reform Office, alternate mechanisms are needed to include them in Michigan's accountability system.

Center programs whose Top-to-Bottom ranking is in the state's bottom 5% will therefore be required to conduct a facilitated, comprehensive data analysis of their appropriate state assessments, prepare a plan to improve instruction and student achievement, identify these Teaching and Learning Priorities in the state's School Improvement website, ASSIST and incorporate them into their school improvement plans.

MDE will review the School Improvement Plans and Annual Education Reports of these center programs annually to monitor the center program's implementation of the Teaching and Learning Priorities and improvement activities as well as their required reporting activities. MDE will provide support over multiple years to enable center programs to make progress in student achievement. In this way, MDE will ensure that there is accountability for student learning in the center programs.

Sec. 1249.

(1) Not later than September 1, 2011, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

(a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.

(b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.

(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as ~~highly effective, effective, minimally effective, and ineffective~~ **PROFESSIONAL, PROVISIONAL, OR PROBATIONARY**, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system ~~within 60 days~~

~~after the effective date of the amendatory act that added this sentence~~ **NOT LATER THAN SEPTEMBER 19, 2015** to ensure that it rates teachers as ~~highly effective, effective, minimally effective, or ineffective~~ **PROFESSIONAL, PROVISIONAL, OR PROBATIONARY BASED UPON GUIDANCE CRITERIA PROVIDED BY THE DEPARTMENT OF EDUCATION FOR THESE DESIGNATIONS. THESE DESIGNATIONS SHALL NOT SPECIFICALLY APPLY TO TEACHER CERTIFICTION DESIGNATIONS MADE BY THE DEPARTMENT OF EDUCATION, OR TO DESIGNATIONS APPLIED TO TENURE STATUS AS IDENTIFIED BY THE LOCAL SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY UNTIL THE DEPARTMENT OF EDUCATION PROMULGATES APPLICABLE RULES AND PROCEDURES.**

(d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

(i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.

(ii) Advancement, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.

(iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

(iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair

procedures. **"INEFFECTIVE" TENURED TEACHERS SHALL BE CONSIDERED THOSE TEACHERS WHO WERE IDENTIFIED BY THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY AS MINIMALLY EFFECTIVE OR INEFFECTIVE IN THEIR INSTRUCTIONAL PRACTICE BASED UPON EVALUATIONS PRIOR TO THE 2014-2015 SCHOOL YEAR, OR THOSE TEACHERS WHO RECEIVE THREE CONSECUTIVE DESIGNATIONS AS PROBATIONARY STARTING WITH THE 2015-2016 SCHOOL YEAR, OR A COMBINATION OF THOSE DESIGNATIONS DURING THE PERIOD BETWEEN THE 2011-2012 SCHOOL YEAR AND THE 2016-2017 SCHOOL YEARS.**

(E) FOR THE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS, MEETS THE REQUIREMENTS OF SECTION 1249B.

(F) APPLIES ALL SUBSEQUENT REQUIREMENTS TO THOSE TEACHERS AS DEFINED BY MCL 38.71, WHO ARE EMPLOYED BY A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY FOR AT LEAST 40% OF FULL TIME EQUIVALENT EMPLOYMENT FOR A FULL SCHOOL YEAR OR EQUIVALENT BASED UPON THE SCHOOL SCHEDULE. THOSE TEACHERS WHO ARE EMPLOYED ONLY FOR SUMMER SCHOOL PROGRAMS, WRAP-AROUND INSTRUCTIONAL SERVICES, OR AS SUBSTITUTE TEACHERS ON A LIMITED DURATION OF THE SCHOOL YEAR SHALL BE EVALUATED USING A PROCESS DETERMINED BY THE HIRING SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY.

(2) Beginning with the ~~2013-2014~~ **2015-2016** school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) For the annual year-end evaluation for the ~~2013-2014~~ **2015-2016, 2016-2017, and 2017-2018** school ~~year~~ **YEARS**, at least 25% of the annual year-end evaluation shall be based on **A** student growth and assessment **COMPONENT** ~~data~~. ~~For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data.~~ Beginning with the annual year-end evaluation for the ~~2015-2016~~ **2018-2019** school year, at least 50% of the annual year-end evaluation shall be based on **A** student growth and assessment **COMPONENT** ~~data~~. ~~All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5).~~ **THE STUDENT GROWTH AND ASSESSMENT COMPONENT SHALL BE BASED ON FACTORS PROVIDED UNDER SUBSECTION (4). THE PORTION OF AN EDUCATOR'S ANNUAL YEAR-END EVALUATION THAT IS NOT BASED ON A STUDENT GROWTH AND ASSESSMENT COMPONENT SHALL BE BASED ON A PRACTICE COMPONENT AS PROVIDED UNDER SUBSECTION (5).**

(ii) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment

data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

(iii) The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. For a teacher described in subdivision (b), the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.

(b) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, or who received a PROBATIONARY rating ~~of ineffective~~ in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

(i) The midyear progress report shall be based at least in part on student achievement **AND/OR GROWTH INDICATORS BASED UPON THE INSTRUCTIONAL PRACTICE FOR THE SCHOOL YEAR UP TO THE POINT OF THE MIDYEAR PROGRESS REPORT AND, AT LEAST ONE OBSERVATION OF INSTRUCTIONAL PRACTICE USING THE PROFESSIONAL PRACTICE TOOLS OUTLINED IN SUBSECTION (5)(A)**.

(ii) The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a)(iii).

(iii) The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

(iv) The midyear progress report shall not take the place of an annual year-end evaluation.

(c~~) The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:~~

~~(i) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).~~

~~(ii) A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson~~

~~(iii) A classroom observation does not have to be for an entire class period.~~

(iv) Unless a teacher has received a rating of ~~effective or highly effective~~ **PROFESSIONAL** on his or her ~~2~~ **3** most recent annual year-end evaluations, there shall be ~~multiple~~ **AT LEAST TWO** classroom observations of the teacher each school year.

~~(d) For the purposes of conducting annual year-end evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for teachers that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for teachers that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct annual year-end evaluations for teachers using that local evaluation tool.~~ **(D) FOR THE PURPOSES OF CONDUCTING ANNUAL YEAR-END EVALUATIONS UNDER**

THE PERFORMANCE EVALUATION SYSTEM, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL ADOPT AND IMPLEMENT THE STATE EVALUATION TOOL FOR TEACHERS THAT IS REQUIRED UNDER LEGISLATION ENACTED BY THE LEGISLATURE UNDER SUBSECTION (6) AFTER REVIEW OF THE RECOMMENDATIONS CONTAINED IN THE REPORT OF THE MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS SUBMITTED UNDER SUBSECTION (5). HOWEVER, IF A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY HAS A LOCAL EVALUATION TOOL FOR TEACHERS THAT IS CONSISTENT WITH THE STATE EVALUATION TOOL, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY CONDUCT ANNUAL YEAR-END EVALUATIONS FOR TEACHERS USING THAT LOCAL EVALUATION TOOL. TO USE A LOCALLY DETERMINED EVALUATION TOOL THAT IS NOT IDENTIFIED ON THE DEPARTMENT APPROVED LIST, THE SCHOOL DISTRICT MUST SUBMIT A WAIVER TO ENSURE THE EVALUATION TOOL IS ALIGNED WITH COMPONENTS OF THE IDENTIFIED STATE-WIDE EVALUATION TOOLS. THE DEPARTMENT WILL REVIEW EVALUATION TOOLS SUBMITTED THROUGH THIS WAIVER PROCESS TO PROVIDE A PROVISIONAL APPROVAL OF SUCH TOOLS. THE DEPARTMENT WILL REVIEW OUTCOMES BASED UPON THESE EVALUATION TOOLS TO DETERMINE THE ALIGNMENT OF THESE EVALUATION TOOLS IN IMPLEMENTATION WITH THOSE EVALUATION TOOLS IDENTIFIED IN THE STATEWIDE REVIEW PROCESS IN SUBSECTION (5)(A)(i)

(e) The performance evaluation system shall assign an effectiveness rating to each teacher of ~~highly effective, effective, minimally effective, or ineffective~~,**PROFESSIONAL,**

PROVISIONAL, OR PROBATIONARY, based on his or her score on the annual year-end evaluation described in this subsection.

(f) As part of the performance evaluation system, and in addition to the requirements of section 1526, a school district, intermediate school district, or public school academy ~~is encouraged to~~ **SHALL** assign a mentor or coach to each teacher who is described in subdivision (b).

(g) The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the **REQUEST OF THE TEACHER AND APPROVAL BY** ~~recommendation of~~ the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.

(h) The performance evaluation system shall provide that, if a teacher is rated as ~~ineffective~~ **PROBATIONARY** on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the teacher from his or her employment. **THIS SUBDIVISION APPLIES ONLY IF THE 3 CONSECUTIVE ANNUAL YEAR-END EVALUATIONS ARE CONDUCTED USING THE SAME EVALUATION FRAMEWORK OR AN APPROVED PERFORMANCE EVALUATION SYSTEM AS IDENTIFIED IN SECTION (5).** This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective teacher from his or her employment regardless of

whether the teacher is rated as ineffective **OR MINIMALLY EFFECTIVE** on 3 consecutive annual year-end evaluations **PRIOR TO THE 2014-2015 SCHOOL YEAR, OR IF THE TEACHER IS RATED AS PROBATIONARY FOR 3 CONSECUTIVE ANNUAL YEAR-END EVALUATIONS STARTING WITH THE 2015-2016 SCHOOL YEAR, OR A COMBINATION OF THESE RATINGS IN 3 CONSECUTIVE ANNUAL YEAR-END EVALUATIONS UP TO THE 2017-2018 SCHOOL YEAR.**

(i) The performance evaluation system shall provide that, if a teacher is rated as ~~highly effective~~ **PROFESSIONAL** on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as ~~highly effective~~ **PROFESSIONAL** on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.

(j) The performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent **OR DESIGNEE**, intermediate superintendent **OR DESIGNEE**, or chief administrator

OR DESIGNEE of the public school academy, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

(k) THE PERFORMANCE EVALUATION SYSTEM SHALL PROVIDE THAT SUMMARY EVALUATION RESULTS AND CLASSIFICATION OF TEACHERS MUST BE AVAILABLE TO THE PUBLIC, AND MUST BE DOCUMENTED AND REPORTED AS OUTLINED BY THE DEPARTMENT OF EDUCATION FOR MONITORING AND COMPLIANCE PURPOSES, AND MUST BE REPORTED PUBLICLY ON THE DISTRICT OR ACADEMY WEBSITE. HOWEVER, INDIVIDUAL EDUCATOR EVALUATION DOCUMENTATION AND RECORDS THAT ARE USED IN DETERMINING AN INDIVIDUAL EVALUATION CLASSIFICATION FOR AN EDUCATOR ARE CONSIDERED PRIVATE INFORMATION OF THE EDUCATOR AND EMPLOYER, AND ARE NOT SUBJECT TO RELEASE THROUGH THE FREEDOM OF INFORMATION ACT.

~~(3) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for building-level school administrators and for central office-level school administrators who are regularly involved in instructional matters meets all of the following:~~

~~(a) The performance evaluation system shall include at least an annual year-end evaluation for all school administrators~~

~~described in this subsection by the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable, except that a superintendent or chief administrator shall be evaluated by the board or board of directors.~~

~~(b) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. The student growth and assessment data to be used for the school administrator annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district.~~

~~(c) The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for each school in which the school administrator works as an administrator or, for a central-office~~

~~level school administrator, for the entire school district or intermediate school district:~~

~~(i) If the school administrator conducts teacher performance evaluations, the school administrator's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of his or her teacher performance evaluations to assess the quality of the school administrator's input in the teacher performance evaluation system. If the school administrator designates another person to conduct teacher performance evaluations, the evaluation of the school administrator on this factor shall be based on the designee's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of the designee's teacher performance evaluations to assess the quality of the designee's input in the teacher performance evaluation system, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.~~

~~(ii) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.~~

~~(iii) Pupil attendance in the school or school district.~~

~~(iv) Student, parent, and teacher feedback, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.~~

~~(d) For the purposes of conducting performance evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for school administrators described in this subsection that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for school administrators described in this subsection that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct performance evaluations for school administrators using that local evaluation tool.~~

~~(e) The performance evaluation system shall assign an effectiveness rating to each school administrator described in this subsection of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool described in subdivision (d).~~

~~(f) The performance evaluation system shall ensure that if a school administrator described in this subsection is rated as minimally effective or ineffective, the person or persons conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional~~

~~development opportunities and other measures designed to improve the rating of the school administrator on his or her next annual year-end evaluation.~~

~~(g) The performance evaluation system shall provide that, if a school administrator described in this subsection is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the school administrator from his or her employment. However, this subdivision applies only if the 3 consecutive annual year-end evaluations are conducted using the same evaluation tool and under the same performance evaluation system. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective school administrator from his or her employment regardless of whether the school administrator is rated as ineffective on 3 consecutive annual year-end evaluations.~~

~~(h) The performance evaluation system shall provide that, if a school administrator is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a school administrator is not rated as highly effective on 1 of these biennial year-end evaluations, the school administrator shall again be provided with annual year-end evaluations.~~

(4) The ~~governor's~~ **MICHIGAN** council ~~on~~ **FOR** educator effectiveness is created **AS A COMMITTEE OF FIVE EXPERTS ACTING IN AN ADVISORY ROLE TO THE DEPARTMENT OF EDUCATION, WITH ONE MEMBER APPOINTED AS CHAIR OF THE COUNCIL. THE ROLE OF THE COUNCIL SHALL BE TO PERIODICALLY REVIEW MICHIGAN REQUIREMENTS FOR EDUCATOR EVALUATION, BASED UPON OUTCOMES OF EXISTING PRACTICES AS EVIDENCED BY DATA COLLECTED BY THE DEPARTMENT AND PEER-REVIEWED RESEARCH ON EVALUATION PRACTICES. THE COUNCIL SHALL MEET TWICE ANNUALLY UNTIL THE EDUCATOR EVALUATION SYSTEM IS IMPLEMENTED IN ITS ENTIRETY. THEREAFTER THE COUNCIL SHALL MEET AT LEAST ONCE ANNUALLY TO REVIEW TECHNICAL QUALITY, TO RECOMMEND TO THE DEPARTMENT OF EDUCATION MODIFICATIONS TO THE PORTIONS OF THE SYSTEM THAT ARE IMPLEMENTED BASED ON DEPARTMENT CONTRACTS AND DISCRETION, AND TO RECOMMEND MODIFICATIONS TO LEGISLATIVE REQUIREMENTS. THE MICHIGAN DEPARTMENT OF EDUCATION SHALL BE RESPONSIBLE FOR HOSTING ALL MEETINGS OF THE COUNCIL, FOR IDENTIFYING APPROPRIATE EXPERTS TO SERVE ON THE COUNCIL, AND FOR APPOINTING THE CHAIR OF THE COUNCIL. ALL MEMBERS OF THE COUNCIL SHALL BE NATIONALLY RECOGNIZED AS EXPERTS IN ONE OR MORE OF THE FOLLOWING AREAS:**~~as a temporary commission described in section 4 of article V of the state constitution of 1963. All of the following apply to the governor's council on educator effectiveness:~~

~~(a) The governor's council on educator effectiveness shall consist of the following 5 voting members:~~

~~(i) The governor shall appoint 3 members.~~

~~(ii) The senate majority leader shall appoint 1 member.~~

~~(iii) The speaker of the house of representatives shall appoint 1 member.~~

~~(b) In addition to the members appointed under subdivision (a), the superintendent of public instruction or his or her designee shall serve as a nonvoting member.~~

~~(c) The members appointed under subdivision (a), and the designee of the superintendent of public instruction if he or she appoints a designee, shall have expertise in 1 or more of the following areas:~~ psychometrics, measurement, **VALUE ADDED MODELING, MEASUREMENT OF GROWTH, MEASUREMENT AND DOCUMENTATION OF PROFESSIONAL EDUCATIONAL PRACTICE,** performance-based educator evaluation models, educator effectiveness, **PROFESSIONAL LEARNING SYSTEMS OR SUPPORTS FOR EDUCATORS, PERFORMANCE-BASED SUPPORTS FOR INSTRUCTIONAL PRACTICE,** or development of educator evaluation frameworks in other states. **IN ORDER TO AVOID CONFLICT OF INTEREST, NO MEMBER OF THE COUNCIL SHALL BE SUBJECT TO PROFESSIONAL EVALUATION UNDER THE MICHIGAN EDUCATOR EVALUATION SYSTEM.**

~~(d) Not later than October 31, 2011, the governor's council on educator effectiveness shall contract with 1 or more additional experts in the areas described in subdivision (c) as the council considers necessary.~~

(e) The ~~governor~~ **DEPARTMENT OF EDUCATION** shall appoint an advisory committee for the ~~governor's~~ **MICHIGAN** council ~~on~~ **FOR** educator effectiveness to provide input on the council's

recommendations **AND TO PROVIDE FEEDBACK TO THE COUNCIL PRIOR TO EACH MEETING OF THE COUNCIL REGARDING THE FUNCTIONING OF THE EDUCATOR EVALUATION SYSTEM**. The advisory committee shall consist of **TWENTY PERSONS, WITH ONE PERSON APPOINTED AS CHAIR OF THE COMMITTEE. THE COMMITTEE SHALL INCLUDE A MAJORITY OF INDIVIDUALS WHO ARE SUBJECT TO EVALUATION UNDER THE MICHIGAN EDUCATOR EVALUATION SYSTEM AND SHALL REPRESENT A CROSS SECTION OF VARIOUS ROLES IN PUBLIC EDUCATION, INCLUDING** public school teachers **AND** public school administrators. **THE COMMITTEE SHALL ALSO INCLUDE** ~~,~~ ~~and~~ parents of public school pupils **AS AT LEAST ONE QUARTER OF THE MEMBERSHIP OF THE COMMITTEE**.

~~(f) The governor's office shall provide staffing and support for the governor's council on educator effectiveness.~~

(5) ~~Not later than April 30, 2012, the governor's council on educator effectiveness shall submit to the state board, the governor, and the legislature a report that identifies and recommends all of the following for the purposes of this section and that includes recommendations on evaluation processes and other matters related to the purposes of this section~~:

~~(a) A student growth and assessment tool.~~ **(4)** The student growth and assessment ~~tool~~ **COMPONENT** shall **CONSIST OF THE STATE STUDENT GROWTH AND ASSESSMENT DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION, AS WELL AS LOCAL STUDENT GROWTH ASSESSMENTS AS ADDRESSED IN SUBSECTION (G). ALL OF THE FOLLOWING APPLY TO THE STUDENT GROWTH AND ASSESSMENT COMPONENT OF THE EDUCATOR EVALUATION SYSTEM:** ~~meet all of the following:~~

1 (A) FOR TEACHERS IN CORE CONTENT AREAS IN GRADES AND SUBJECTS FOR
2 which THERE ARE GROWTH DATA AVAILABLE FROM STATE MANDATED
3 ASSESSMENTS, AT LEAST 40% OF THE TEACHER'S STUDENT GROWTH AND
4 ASSESSMENT COMPONENT SHALL BE BASED ON STATE-PROVIDED GROWTH
5 DATA. FOR TEACHERS IN OTHER SUBJECT AREAS AND FOR SPECIAL
6 EDUCATION TEACHERS WITH A CASELOAD THAT CONSISTS OF AT LEAST 50%
7 OF STUDENTS WITH A DISABILITY WHO ARE TAKING THE STATE PROVIDED
8 ALTERNATE ASSESSMENT OR ARE LIKELY TO TAKE THE STATE PROVIDED
9 ALTERNATE ASSESSMENT, A SCHOOL DISTRICT, INTERMEDIATE SCHOOL
10 DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE STATE PROVIDED GROWTH
11 DATA FOR THIS 40% OF THE TEACHER'S STUDENT GROWTH AND ASSESSMENT
12 COMPONENT, OR MAY USE A LOCAL STUDENT GROWTH ASSESSMENT AS
13 DESCRIBED IN SUBDIVISION (B) FOR ALL OF THE TEACHER'S STUDENT
14 GROWTH AND ASSESSMENT COMPONENT, SUBJECT TO SUBDIVISIONS (C) AND
15 (D).
16 (B) FOR THE PURPOSES OF LOCAL GROWTH MEASURES, NOT LATER THAN
17 MARCH 1, 2015, THE DEPARTMENT SHALL DEVELOP STATE STUDENT GROWTH
18 AND ASSESSMENT MEASUREMENT STANDARDS AND GUIDANCE. THE STATE
19 STUDENT GROWTH AND MEASUREMENT STANDARDS SHALL INCLUDE ALL OF THE
20 FOLLOWING WITH DETAIL REGARDING HOW SUCH TRAITS CAN BE
21 DEMONSTRATED:
22 (i) ADEQUATE RELIABILITY FOR HIGH-STAKES USE. THE DEPARTMENT
23 WILL PROVIDE GUIDANCE ON APPROPRIATE RELIABILITY CONSIDERATIONS
24 THAT MAY BE USED IN THE LOCAL STUDENT GROWTH ASSESSMENT.
25 (ii) ADEQUATE VALIDITY FOR HIGH-STAKES USE, INCLUDING
26 DEMONSTRATION OF ALIGNMENT TO STATE ADOPTED CONTENT STANDARDS

WEHRE THEY EXIST FOR THE COURSE TAUGHT, OR LOCALLY ADOPTED CONTENT STANDARDS WHERE STATE-ADOPTED CONTENT STANDARDS DO NOT EXIST. THE DEPARTMENT WILL PROVIDE GUIDANCE ON THE APPROPRIATE VALIDITY CONSIDERATIONS THAT A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE TO ASSURE ADEQUATE VALIDITY IN SELECTION OF LOCAL ASSESSMENT MEASURES AND IMPLEMENTATION OF THESE MEASURES FOR THE EDUCATOR EVALUATION SYSTEM.

(C) FOR THE PURPOSES OF IMPLEMENTING A STATE-MANDATED ASSESSMENT IN CORE CONTENT AREAS (ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES), THE ASSESSMENTS IMPLEMENTED MUST MEET THE FOLLOWING REQUIREMENTS:

(i) ~~Is a value-added model that takes into account student achievement and assessment data, and is based on an assessment tool that has been determined to be reliable and valid for the purposes of measuring value-added data.~~ **VALIDLY AND RELIABLY MEASURE STUDENT PROFICIENCY IN THE CORE CONTENT AREAS (ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES) AGAINST THE STATE'S ADOPTED CONTENT STANDARDS IN THOSE AREAS.**

(ii) ~~In addition to measuring student growth in the core subject areas of mathematics, science, English language arts, and social science, will measure student growth in other subject areas.~~ **VALIDLY AND RELIABLY MEASURE STUDENTS GAINS ON AN ANNUAL BASIS IN AT LEAST ENGLISH LANGUAGE ARTS AND MATHEMATICS IN GRADES 4-8 THAT ARE ALIGNED TO STATE ADOPTED CONTENT STANDARDS.**

(iii) BE PEDAGOGICALLY APPROPRIATE.

(iv) BE DEVELOPED AND VALIDATED WITH SIGNIFICANT INPUT FROM MICHIGAN ELEMENTARY, SECONDARY, AND POST-SECONDARY EDUCATORS.

(v) AS APPROPRIATE FOR THE GRADE LEVEL, ASSESS WHETHER STUDENTS ARE ACADEMICALLY ON TRACK TOWARD CAREER AND COLLEGE READINESS IN THE CONTENT AREAS MEASURED.

(vi) PROVIDE A PAPER AND PENCIL OPTION AND A COMPUTER OPTION FOR COMPLETION OF THE ASSESSMENT.

(vii) PROVIDE A TIMELY REPORT TO PUPILS, PARENTS AND GUARDIANS, SCHOOL OFFICIALS, AND TEACHERS THAT INCLUDES USEFUL INFORMATION FOR IDENTIFYING INTERVENTION POINTS TO PROMOTE STUDENT SUCCESS. THIS REPORT SHALL BE PROVIDED NOT MORE THAN 30 DAYS AFTER THE ASSESSMENT IS ADMINISTERED IF ADMINISTERED VIA COMPUTER, AND AS SOON AS PHYSICALLY POSSIBLE IF ADMINISTERED VIA PAPER AND PENCIL.

(viii) COMPLY WITH ALL CURRENT STATE AND FEDERAL LAWS FOR STUDENTS WITH A DISABILITY.

(ix) HAVE AN ALTERNATE ASSESSMENT IN CORE CONTENT AREAS APPROPRIATE FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES THAT MEET THE REQUIREMENTS OF ALL APPLICABLE FEDERAL AND STATE LAWS FOR SUCH ASSESSMENTS.

~~(iii) Complies with all current state and federal law for students with a disability.~~

~~(iv) Has at least a pre- and post-test.~~

~~(v) Is able to be used for pupils of all achievement levels.~~

(D) FOR THE PURPOSES OF IMPLEMENTING INTERIM, STATE PROVIDED ASSESSMENTS IN CORE CONTENT AREAS (ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES) TO SUPPORT LOCAL

IMPLEMENTATION OF EDUCATOR EVALUATION, THE DEPARTMENT OF EDUCATION SHALL DEVELOP OR SELECT INTERIM ASSESSMENTS MEETING THE FOLLOWING REQUIREMENTS:

(i) BE OPTIONAL FOR LOCAL ADOPTION

(ii) BE ADMINISTERED ONLY VIA COMPUTER

(iii) BE AVAILABLE AT LEAST TWICE ANNUALLY IN ORDER TO MEASURE STUDENT GAINS OVER THE COURSE OF THE SCHOOL YEAR

(iv) BE PRIORITIZED FOR AVAILABILITY BASED ON APPROPRIATIONS AND VOLUME OF LOCAL INTEREST IN ADOPTION

(v) BE APPROPRIATELY VALID AND RELIABLE FOR USE IN EDUCATOR EVALUATION

(vi) COVER THE FOLLOWING WHEN COMPLETELY IMPLEMENTED THROUGHOUT THE STATE:

(a) ENGLISH LANGUAGE ARTS IN GRADES KINDERGARTEN, 1, AND 2.

(b) ENGLISH LANGUAGE ARTS IN GRADES 3-8.

(c) REQUIRED MICHIGAN MERIT CURRICULUM ENGLISH LANGUAGE ARTS CREDITS.

(d) MATHEMATICS IN GRADES KINDERGARTEN, 1, AND 2.

(e) MATHEMATICS IN GRADES 3-8.

(f) REQUIRED MICHIGAN MERIT CURRICULUM MATHEMATICS CREDITS.

(g) SCIENCE IN GRADES 3-8.

(h) REQUIRED MICHIGAN MERIT CURRICULUM SCIENCE CREDITS.

(i) SOCIAL STUDIES IN GRADES 3-8.

(j) REQUIRED MICHIGAN MERIT CURRICULUM SOCIAL STUDIES CREDITS.

(E) FOR THE PURPOSES OF SUPPORTING LOCAL IMPLEMENTATION OF EDUCATOR EVALUATION FOR TEACHERS OF NON-CORE SUBJECTS (SUCH AS THE ARTS, PHYSICAL EDUCATION, AND HEALTH), THE DEPARTMENT OF EDUCATION SHALL DEVELOP MODEL ASSESSMENTS FOR ASSESSMENT OF NON-CORE AREAS MEETING THE FOLLOWING REQUIREMENTS:

(ii) BE OPTIONAL FOR LOCAL ADOPTION, SO THAT SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, OR PUBLIC SCHOOL ACADEMIES COULD USE THE ASSESSMENTS IN COMBINATION WITH LOCALLY IDENTIFIED MEASURES SUCH AS STUDENT LEARNING OBJECTIVES OR PERFORMANCE ASSESSMENTS OF LOCALLY IDENTIFIED STANDARDS.

(iii) BE DEVELOPED FOR USE AT LEAST TWICE ANNUALLY TO MEASURE STUDENT GAINS

(iv) BE PRIORITIZED FOR AVAILABILITY BASED ON APPROPRIATIONS AND VOLUME OF LOCAL INTEREST IN ADOPTION

(v) BE APPROPRIATELY VALID AND RELIABLE FOR USE IN EDUCATOR EVALUATION

(vi) COVER, AT A MINIMUM, THE FOLLOWING SUBJECTS WHEN COMPLETELY IMPLEMENTED STATEWIDE: THE ARTS, PHYSICAL EDUCATION, AND HEALTH

(vii) COVER ADDITIONAL TOPICS BASED ON APPROPRIATIONS AND VOLUME OF LOCAL INTEREST IN ADOPTION.

(F) THE SCHOOL DISTRICT, INTERMEDIATE DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL PROVIDE EASILY ACCESSIBLE ELECTRONIC COPIES OF ALL DATA USED TO INFORM THE STUDENT GROWTH AND ASSESSMENT COMPONENT TO THE DEPARTMENT UPON REQUEST FOR COMPLIANCE MONITORING AND/OR RESEARCH PURPOSES TO SUPPORT CONTINUOUS IMPROVEMENT OF THE EDUCATOR EVALUATION SYSTEM.

~~(b) A state evaluation tool for teachers. All of the following apply to this recommendation:~~

~~(i) In addition to the student growth and assessment tool, the recommended state evaluation tool for teachers may include, but is not limited to, instructional leadership abilities, teacher and pupil attendance, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.~~

~~(ii) The council shall ensure that the recommended state evaluation tool for teachers will allow all special education teachers to be rated.~~

~~(iii) The council shall seek input from school districts, intermediate school districts, and public school academies that have already developed and implemented successful, effective performance evaluation systems.~~

~~(c) A state evaluation tool for school administrators described in subsection (3). In addition to the student growth and assessment tool, the recommended state evaluation tool for these school administrators may include, but is not limited to, teacher and pupil attendance, graduation rates, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.~~

~~(d) For the purposes of the recommended state evaluation tools for teachers and school administrators under subdivisions (b) and (c), recommended parameters for the effectiveness rating~~

~~categories for teachers under subsection (2)(e) and for school administrators under subsection (3)(e).~~

~~(e) Recommended changes to be made in the requirements for a professional education teaching certificate that will ensure that a teacher is not required to complete additional postsecondary credit hours beyond the credit hours required for a provisional teaching certificate.~~ **(G) THE DEPARTMENT OF EDUCATION SHALL PROMULGATE RULES AND PROCEDURES TO ALIGN THE TEACHER CERTIFICATION PROCESS AND THE SPECIFIC TYPE OF CERTIFICATE TO BE ISSUED BASED ON OUTCOMES OF THE EDUCATOR EVALUATION PROCESS. THESE RULES AND GUIDANCE SHALL BE DEVELOPED AS A PART OF THE RESEARCH PROCESS ON THE IMPLEMENTATION OF THE EDUCATOR EVALUATION SYSTEM, SO THAT CERTIFICATION AND EVALUATION SYSTEMS ARE IN ALIGNMENT BY THE FULL STATEWIDE IMPLEMENTATION OF THE EDUCATOR EVALUATION SYSTEM IN 2018-2019.**

~~(f) A process for evaluating and approving local evaluation tools for teachers under subsection (2)(d) and school administrators under subsection (3)(d).~~

~~(6) It is the intent of the legislature to review the report submitted by the governor's council on educator effectiveness under subsection (5) and to enact appropriate legislation to put into place a statewide performance evaluation system taking into consideration the recommendations contained in the report.~~

~~(7) If all of the following apply for a public school operated by a school district, intermediate school district, or public school academy, then the school district, intermediate school district,~~

~~or public school academy is not required to comply with subsection (2) or (3) for that public school:~~

~~(a) As of the effective date of this subsection, the school district, intermediate school district, or public school academy has already implemented and is currently using a performance evaluation system for that public school that meets all of the following requirements:~~

~~(i) Under the system, the most significant portion of a teacher's or school administrator's evaluation is based on student growth and assessment data, which may include value-added measures.~~

~~(ii) The system uses research-based measures to determine student growth, which may be measured by standards-based, nationally normed assessments.~~

~~(iii) The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the school year.~~

~~(iv) Under the system, teacher effectiveness and ratings, as measured by student achievement and growth data, are factored into teacher retention, promotion, and termination decisions.~~

~~(v) Under the system, teacher and school administrator performance evaluation results are used to inform teacher professional development for the succeeding year.~~

~~(vi) The system ensures that teachers and school administrators are evaluated at least annually.~~

~~(b) The school district, intermediate school district, or public school academy notifies the governor's council on educator~~

~~effectiveness by November 1, 2011 that it is exempt under this subsection from the requirements of subsections (2) and (3).~~

~~(c) The school district, intermediate school district, or public school academy posts a description of its evaluation system on its website.~~

~~(8) If, after the effective date of this subsection, a school district, intermediate school district, or public school academy begins operating a new public school, or implements a new performance evaluation system for a public school it operates, and all of the following apply, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:~~

~~(a) The performance evaluation system adopted and implemented for that public school replicates and is identical to the performance evaluation system of a public school that is exempt under subsection (7).~~

~~(b) The school district, intermediate school district, or public school academy posts a description of the performance evaluation system on its website.~~

(G) SUBJECT TO SUBDIVISION (B), THE PORTION OF A TEACHER'S STUDENT GROWTH AND ASSESSMENT COMPONENT THAT IS NOT BASED ON STATE-PROVIDED DATA AS DESCRIBED IN SUBDIVISION (A) SHALL BE BASED ON 1 OR MORE LOCAL STUDENT GROWTH ASSESSMENTS WHICH MAY INCLUDE PURCHASED STANDARDIZED ASSESSMENTS THAT HAVE AN APPROPRIATE GROWTH COMPONENT, SCHOOL-LEVEL MODELING OF COMMON

ASSESSMENTS FOR ALL STUDENTS, AND STUDENT LEARNING OBJECTIVES THAT ARE APPLIED CONSISTENTLY FOR ALL SUBJECTS AND GRADE LEVELS. THESE LOCAL STUDENT GROWTH ASSESSMENTS MAY BE EITHER LOCALLY DEVELOPED OR CREATED BY A VENDOR. THE ASSESSMENTS SHALL BE USED CONSISTENTLY AMONG THE SCHOOLS OPERATED BY A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SO THAT ALL SIMILARLY SITUATED TEACHERS ARE EVALUATED USING THE SAME ASSESSMENT OR ASSESSMENTS.

(H) SCHOOL-LEVEL GROWTH GOALS MAY BE USED FOR AN INDIVIDUAL TEACHER'S EVALUATION IF THERE IS A REASONABLE CONNECTION OF THE CORE CONTENT TO THE TEACHER'S ACTUAL TEACHING ASSIGNMENT. HOWEVER, SCHOOL-LEVEL GROWTH GOALS MAY NOT COMPOSE MORE THAN 10% OF THE INDIVIDUAL TEACHER'S STUDENT GROWTH AND ASSESSMENT COMPONENT.

(J) THE FACTORS DESCRIBED IN SUBDIVISIONS (A - H) SHALL MAKE UP 100% OF THE STUDENT GROWTH AND ASSESSMENT COMPONENT. BEFORE THE BEGINNING OF THE 2015-2016 SCHOOL YEAR, THE BOARD OF A SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY, BY RESOLUTION, SHALL ESTABLISH THE PERCENTAGES OF THAT 100% THAT ARE ASSIGNED TO EACH OF THE FACTORS UNDER SUBDIVISIONS (A - H) FOR THE ANNUAL YEAR-END EVALUATIONS FOR TEACHERS FOR 2015-2016. AFTER 2015-2016, THE BOARD OR BOARD OF DIRECTORS SHALL NOT CHANGE THOSE PERCENTAGES OF THAT 100% THAT WILL BE ASSIGNED TO EACH OF THE FACTORS UNDER SUBDIVISIONS (A - H) FOR EVALUATIONS FOR A SCHOOL YEAR UNLESS THE BOARD OR BOARD OF DIRECTORS, BY RESOLUTION, MAKES THAT CHANGE BEFORE THE BEGINNING OF THAT SCHOOL YEAR. IF A BOARD

OR BOARD OF DIRECTORS DOES NOT ADOPT SUCH A RESOLUTION BEFORE THE BEGINNING OF A SCHOOL YEAR, THOSE PERCENTAGES SHALL REMAIN THE SAME AS FOR THE PREVIOUS SCHOOL YEAR.

(5) THE PROFESSIONAL PRACTICE COMPONENT OF A TEACHER'S ANNUAL YEAR-END EVALUATION SHALL CONSIST OF CLASSROOM OBSERVATIONS AND OTHER FACTORS ALLOWED UNDER THIS SUBSECTION. ALL OF THE FOLLOWING APPLY TO THE PROFESSIONAL PRACTICE COMPONENT OF A TEACHER'S EVALUATION:

(A) AT LEAST 80% OF THE PRACTICE COMPONENT SHALL BE BASED ON CLASSROOM OBSERVATIONS. ALL OF THE FOLLOWING APPLY TO THESE CLASSROOM OBSERVATIONS:

(*i*) THE DEPARTMENT SHALL MAINTAIN A LIST OF OBSERVATION TOOLS THAT MEET THE REQUIREMENTS OF SUBSECTION (6), AND A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE AN OBSERVATION TOOL THAT IS ON THAT LIST, OR MAY USE AN ADAPTATION OF 1 OF THOSE OBSERVATION TOOLS IF THE ADAPTATION IS IMPLEMENTED WITH FIDELITY TO INTENT AND INSTRUMENT AND MEETS THE REQUIREMENTS OF SUBSECTION (6). THESE ADAPTATIONS MUST BE DOCUMENTED AND AVAILABLE TO THE DEPARTMENT AS A PART OF THE MONITORING AND COMPLIANCE ACTIVITIES RELATED TO EDUCATOR EFFECTIVENESS OR FUNDING SUPPORTS RELATED TO THESE ISSUES. A VENDOR MAY APPLY TO THE DEPARTMENT TO HAVE AN OBSERVATION TOOL INCLUDED ON THE LIST AND, IF THE DEPARTMENT DETERMINES THAT THE OBSERVATION TOOL MEETS THE REQUIREMENTS OF SUBSECTION (6), THE DEPARTMENT MAY INCLUDE THE OBSERVATION TOOL ON THE LIST. THE DEPARTMENT SHALL PERIODICALLY REVIEW EACH OBSERVATION TOOL ON THE

1 LIST THROUGH THE DATA COLLECTION AND COMPLIANCE MONITORING
2 PROCESS TO EVALUATE WHETHER THE OBSERVATION TOOL CONTINUES TO
3 MEET THE REQUIREMENTS OF SUBSECTION (6) AND, IF THE DEPARTMENT
4 DETERMINES THAT THE OBSERVATION TOOL DOES NOT MEET THOSE
5 REQUIREMENTS, SHALL REMOVE THAT OBSERVATION TOOL FROM THE LIST.
6 THE DEPARTMENT SHALL INCLUDE ON THE INITIAL LIST ALL OF THE
7 FOLLOWING PILOTED OBSERVATION TOOLS RECOMMENDED IN THE JULY 2013
8 FINAL RECOMMENDATIONS OF THE MICHIGAN COUNCIL FOR EDUCATOR
9 EFFECTIVENESS:
10 (A) CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING.
11 (B) MARZANO TEACHER EVALUATION MODEL.
12 (C) THE THOUGHTFUL CLASSROOM.
13 (D) 5 DIMENSIONS OF TEACHING AND LEARNING.
14 (*ii*) A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR
15 PUBLIC SCHOOL ACADEMY MAY IMPLEMENT AND USE A LOCALLY DEVELOPED
16 OR ADOPTED OBSERVATION TOOL FOR PROFESSIONAL PRACTICE THAT MEETS
17 ALL OF THE REQUIREMENTS UNDER SUBSECTION (6).
18 (*iii*) A CLASSROOM OBSERVATION SHALL INCLUDE A REVIEW OF THE
19 TEACHER'S LESSON PLAN AND THE STATE CURRICULUM STANDARD BEING
20 USED IN THE LESSON AND A REVIEW OF PUPIL ENGAGEMENT IN THE
21 LESSON.
22 (*iv*) A CLASSROOM OBSERVATION DOES NOT HAVE TO BE FOR AN
23 ENTIRE CLASS PERIOD, BUT HAS TO BE OF SUFFICIENT LENGTH TO
24 ADEQUATELY OBSERVE THE INSTRUCTIONAL PRACTICES USING THE
25 OBSERVATION TOOL.
26 (*v*) THERE SHALL BE AT LEAST 3 CLASSROOM OBSERVATIONS OF THE

TEACHER EACH SCHOOL YEAR. AT LEAST 1 OBSERVATION MUST BE UNSCHEDULED.

(*vi*) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE INDIVIDUAL ACTING AS AN OBSERVER HAS BEEN TRAINED BY THE VENDOR IN THE OBSERVATION PROTOCOL FOR THE OBSERVATION TOOL THAT IS USED BY THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY AND HAS ALSO BEEN TRAINED IN COACHING, PROVIDING FEEDBACK, AND RATER RELIABILITY. THE INDIVIDUAL SHOULD RECEIVE RETRAINING IN COACHING, PROVIDING FEEDBACK, AND RATER RELIABILITY AT LEAST EVERY 3 YEARS. THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL ALSO PROVIDE INFORMATION TO TEACHERS ON THE OBSERVATION TOOL AND HOW IT IS USED.

(*vii*) THE SCHOOL ADMINISTRATOR RESPONSIBLE FOR THE TEACHER'S PERFORMANCE EVALUATION SHALL CONDUCT AT LEAST 1 OF THE OBSERVATIONS. OTHER OBSERVATIONS MAY BE CONDUCTED BY ANOTHER OBSERVER WHO IS TRAINED IN THE OBSERVATION PROTOCOL. THIS OTHER OBSERVER MAY BE A TEACHER LEADER. IF THE OBSERVED TEACHER IS SUPERVISED BY A CONTENT OR GRADE LEVEL SPECIALIST, OR BY AN ADMINISTRATOR WITH SPECIALIZED RESPONSIBILITIES, THAT SUPERVISOR SHOULD CONDUCT AT LEAST 1 OF THE OBSERVATIONS. IF INDIVIDUALS OTHER THAN THE SCHOOL ADMINISTRATOR RESPONSIBLE FOR THE TEACHER'S PERFORMANCE EVALUATION CONDUCT 1 OR MORE OBSERVATIONS, THE SCHOOL ADMINISTRATOR RESPONSIBLE FOR THE TEACHER'S PERFORMANCE EVALUATION SHALL USE THE RESULTS OF THOSE OBSERVATIONS IN MAKING AN OVERALL APPRAISAL OF THE TEACHER'S PRACTICE.

(*viii*) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL PROVIDE EASILY ACCESSIBLE ELECTRONIC COPIES OF ALL TEACHER PROFESSIONAL PRACTICE DATA COLLECTED WITH THE OBSERVATION TOOL OR OTHER INSTRUMENTS TO THE DEPARTMENT UPON REQUEST FOR COMPLIANCE MONITORING AND/OR RESEARCH PURPOSES TO SUPPORT CONTINUOUS IMPROVEMENT OF THE EDUCATOR EVALUATION SYSTEM. THE DEPARTMENT SHALL BE RESPONSIBLE FOR MONITORING THE COMPLIANCE OF LOCAL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, AND PUBLIC SCHOOL ACADEMIES WITH ALL ASPECTS OF EDUCATOR EVALUATION REQUIREMENTS. THE DEPARTMENT WILL USE EXISTING MONITORING AND ACCOUNTABILITY SYSTEMS TO ASCERTAIN THE IMPLEMENTATION OF THE EDUCATOR EVALUATION PROGRAM IN EACH DISTRICT OR ACADEMY.

(*ix*) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT, WITHIN 30 DAYS AFTER EACH OBSERVATION, FEEDBACK IS PROVIDED TO THE TEACHER THROUGH BOTH A FORMAL DEBRIEFING SESSION AND THROUGH WRITTEN DOCUMENTATION.

(B) NOT MORE THAN 20% OF THE PRACTICE COMPONENT SHALL BE BASED ON LOCALLY ADOPTED FACTORS THAT ARE INDICATIVE OF A TEACHER'S PRACTICE. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO, 1 OR MORE OF THE FOLLOWING: INSTRUCTIONAL LEADERSHIP ABILITIES, TEACHER AND PUPIL ATTENDANCE, PROFESSIONAL CONTRIBUTIONS, TRAINING, PROGRESS REPORT ACHIEVEMENT, SCHOOL IMPROVEMENT PLAN PROGRESS, PEER INPUT, AND PUPIL AND PARENT FEEDBACK.

(6) FOR AN OBSERVATION TOOL TO BE INCLUDED AND MAINTAINED ON THE LIST OF ACCEPTABLE OBSERVATION TOOLS MAINTAINED BY THE

DEPARTMENT UNDER SUBSECTION (5)(A)(*i*), OR FOR A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY TO USE A LOCALLY DEVELOPED OR ADOPTED OBSERVATION TOOL FOR PROFESSIONAL PRACTICE AS REQUESTED THROUGH A WAIVER PROCESS IDENTIFIED IN SECTION (2)(A), THE OBSERVATION TOOL MUST MEET ALL OF THE FOLLOWING:

(A) INCLUDE A WELL-ARTICULATED EVALUATION PROCESS FOR TEACHERS, INCLUDING SPECIFICATIONS FOR THE FREQUENCY AND LENGTH OF OBSERVATIONS THAT ENSURE MULTIPLE OBSERVATIONS AND A DESCRIPTION OF ALL OTHER PERFORMANCE INDICATORS THAT EDUCATORS WILL SUBMIT.

(B) CONTAIN RUBRICS THAT ALLOW FOR DETAILED DESCRIPTIONS AT EACH LEVEL OF PERFORMANCE FOR EACH INDICATOR, INCLUDING BUT NOT LIMITED TO, DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY, DESIGNING ASSESSMENTS OF STUDENT LEARNING, MANAGING STUDENT BEHAVIOR, ENGAGING STUDENTS IN LEARNING, AND COMMUNICATING WITH CAREGIVERS. THESE RUBRICS SHALL PROVIDE MEANINGFUL DESCRIPTIONS ENSURING THAT TEACHERS RECEIVE DETAILED, ACTIONABLE FEEDBACK FROM THEIR EVALUATORS, INCLUDING CLEAR EXPECTATIONS FOR CLASSROOM PRACTICE. THE RUBRICS MUST ALSO MEET ALL OF THE FOLLOWING:

(*i*) AVOID RATING THE SAME TEACHING BEHAVIORS MORE THAN ONCE WITHIN THE RUBRIC.

(*ii*) ASSURE CLEAR DISTINCTIONS BETWEEN THE LEVELS OF PERFORMANCE.

(*iii*) PROVIDE EXAMPLES OF TEACHER AND STUDENT OBSERVABLES TO ILLUSTRATE SOME TYPES OF EVIDENCE AN OBSERVER WOULD SEE AND HEAR.

(C) INCLUDE A PLAN AND PROCESS FOR GIVING FEEDBACK, INCLUDING REMEDIATION PLANS, TIMELINES, AND EXPECTED OUTCOMES.

(D) INCLUDE A PROCESS FOR TRAINING EVALUATORS ON ALL ASPECTS OF THE EVALUATION SYSTEM, INCLUDING EACH PIECE OF THE OBSERVATION TOOL, OTHER PERFORMANCE INDICATORS, AND THE EVALUATION SYSTEMS. IN ORDER TO ENSURE FIDELITY, THE TRAINING PLAN MUST INCLUDE ALL OF THE FOLLOWING:

(*i*) FRAMEWORK TRAINING.

(*ii*) COACHING AND FEEDBACK TRAINING.

(*iii*) RATER AND INTER-RATER RELIABILITY TRAINING.

(*iv*) FOLLOW-UP TRAINING EVERY 3 YEARS IN OBSERVATION RELIABILITY, COACHING, AND FEEDBACK.

(E) INCLUDE A PROCESS FOR TRACKING, MANAGING, AND IMPORTING ALL DATA AND DOCUMENTATION COLLECTED FOR THE EVALUATIONS, INCLUDING OBSERVATION DATA FOR TEACHERS, OTHER INFORMATION OR DATA, AND STUDENT GROWTH DATA.

(F) INCLUDE A PROCESS FOR DETERMINING SUMMATIVE RATINGS FOR ALL RELEVANT MEASURES INCLUDING OBSERVATION DATA.

(G) CONTAIN A PLAN TO OFFER ADDITIONAL DIRECT SUPPORT TO NEW AND STRUGGLING TEACHERS, INCLUDING, BUT NOT LIMITED TO, ADDITIONAL OBSERVATIONS, COACHING, AND MENTORING. IF UTILIZING FEDERAL OR GRANT FUNDS TO PROVIDE THIS SUPPORT, THE PLAN MUST BE IN ALIGNMENT WITH THE SCHOOL IMPROVEMENT FRAMEWORK AND DISTRICT IMPROVEMENT FRAMEWORK AS REQUIRED OF ALL K-12 INSTITUTIONS ON AN ANNUAL BASIS, AND BE IN COMPLIANCE WITH ALL SUCH FUNDING REQUIREMENTS. IF THE SCHOOL OR PUBLIC ACADEMY IS UNDER THE

AUTHORITY OF THE SCHOOL REFORM OFFICER OR IS IMPLEMENTING A REFORM / REDESIGN PLAN AS REQUIRED IN MCL 380.1280C, THE DISTRICT MUST ENSURE ALIGNMENT WITH THE SCHOOL'S IDENTIFIED REFORM PLAN.

(H) HAVE A SYSTEM FOR MONITORING THE FAIRNESS, CONSISTENCY, AND OBJECTIVITY OF THE SYSTEM WITHIN AND ACROSS LOCAL SCHOOLS, INCLUDING SPECIFIC METRICS TO BE USED. AT A MINIMUM, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL CONSIDER HOW THE DISTRIBUTION OF RATINGS COMPARES WITH TEACHER OBSERVATION RATINGS AND STUDENT GROWTH DATA.

(I) BE BASED ON A PUBLISHED RESEARCH BASE FOR THE INSTRUCTIONAL FRAMEWORK AND RUBRIC THAT INCLUDES ALL OF THE FOLLOWING:

(*i*) EMPIRICALLY BASED STUDIES OF TEACHING AND COACHING PRACTICE.

(*ii*) PRACTITIONER-ORIENTED PRESCRIPTIONS AND FRAMEWORKS FOR INSTRUCTIONAL AND COACHING PRACTICE.

(*iii*) DESCRIPTIONS OF PRACTICE FROM AN IDENTIFIED PANEL OF EXPERT OBSERVERS THAT INCLUDE INSTRUCTIONAL COACHES AND SCHOOL ADMINISTRATORS WORKING DAILY WITH TEACHERS ON IMPROVING PRACTICE.

(*iv*) A DETAILED SUMMARY OF MULTISTAGE PROCESS OF WATCHING VIDEOS AND VISITING CLASSROOMS, COMPILING OBSERVATIONS AND WONDERINGS ABOUT INSTRUCTIONAL PRACTICE, AND EVIDENCE FOR EACH INDICATOR.

(*v*) FOR AN OBSERVATION TOOL ADAPTED FROM A COMMERCIAL

OBSERVATION TOOL, DETAILED DOCUMENTATION THAT SHOWS ANY CHANGES IN PERFORMANCE LANGUAGE FOR EACH INDICATOR, JUSTIFICATION FOR THE CHANGE, AND EVIDENCE THAT THE ADAPTATIONS PROVIDE EQUAL OR GREATER RIGOR THAN AT LEAST 1 OF THE 4 OBSERVATION TOOLS INCLUDED ON THE INITIAL LIST UNDER SUBSECTION (5)(A)(*i*).

(J) CONTAIN A DETAILED REVIEW AND REVISION PLAN THAT INCLUDES AN EMPIRICALLY SOUND STUDY OF RATER RELIABILITY, QUALITATIVE REVIEW OF FEEDBACK FROM TEACHERS AND ADMINISTRATORS WITHIN THE SYSTEM, IMPACT ON TEACHERS' PROFESSIONAL PRACTICE, AND PUPIL PERFORMANCE TO ASSURE VALIDITY AND RELIABILITY OF THE FRAMEWORK.

(K) HAVE AT LEAST THE SAME QUALITY AND RIGOR AS AT LEAST 1 OF THE 4 OBSERVATION TOOLS INCLUDED ON THE INITIAL LIST UNDER SUBSECTION (5)(A)(*i*).

(*l*) IF IT IS AN ADAPTED FORM OF A COMMERCIAL OBSERVATION TOOL, THE ADAPTATIONS DO NOT THREATEN THE VALIDITY OF THE INFERENCES THAT ARE BASED ON THE COMMERCIAL PERFORMANCE EVALUATION SYSTEM.

(M) IF THE OBSERVATION TOOL DOES NOT HAVE AVAILABLE DOCUMENTATION ABOUT ITS RELIABILITY AND VALIDITY, THERE IS IN PLACE A PLAN FOR GATHERING RELEVANT DATA ON THE OBSERVATION TOOL'S RELIABILITY AND VALIDITY THAT WILL RESULT IN SUBMISSION OF EVIDENCE OF THE OBSERVATION TOOL'S RELIABILITY AND VALIDITY WITHIN 3 YEARS. FOR A LOCAL OBSERVATION TOOL, IF THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY FAILS TO SUBMIT EVIDENCE SUFFICIENT TO DEMONSTRATE THE

RELIABILITY AND VALIDITY OF ITS LOCAL OBSERVATION TOOL WITHIN 3 YEARS, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY NOT CONTINUE TO USE THE OBSERVATION TOOL.

(N) FOR A LOCAL OBSERVATION TOOL, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY POSTS ALL OF THE FOLLOWING ON ITS PUBLICLY ACCESSIBLE WEBSITE:

(*i*) A DESCRIPTION OF ITS EVALUATION SYSTEM AND OBSERVATION TOOL.

(*ii*) DOCUMENTATION OF EACH OF THE REQUIRED ELEMENTS ENUMERATED IN SUBDIVISIONS (A) TO (M).

(7) IF A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY USES A LOCALLY DEVELOPED OR ADOPTED OBSERVATION TOOL FOR PROFESSIONAL PRACTICE, OR AN ADAPTATION OF A STATE-APPROVED OBSERVATION TOOL, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL NOTIFY THE DEPARTMENT AND PROVIDE A DETAILED DESCRIPTION OF THE OBSERVATION TOOL OR ADAPTATION.

(8) IF A VENDOR APPLIES TO THE DEPARTMENT TO HAVE AN OBSERVATION TOOL INCLUDED ON THE LIST UNDER SUBSECTION (5)(A)(*i*), THE DEPARTMENT SHALL REQUEST THE VENDOR TO PROPOSE 1 OR MORE ADAPTED OBSERVATION TOOLS APPROPRIATE FOR SPECIAL EDUCATION TEACHERS WHO INSTRUCT STUDENTS WITH LOW-INCIDENCE DISABILITIES WHO ARE TAKING AN ALTERNATE ASSESSMENT OR ARE LIKELY TO TAKE AN ALTERNATE ASSESSMENT.

~~(9) If a collective bargaining agreement is in effect for teachers or school administrators of a school district, public school academy, or intermediate school district as of the effective date of the 2011 amendatory act that amended this subsection, and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district, public school academy, or intermediate school district until after the expiration of that collective bargaining agreement.~~

~~(10) A school district, intermediate school district, or public school academy shall continue to conduct the evaluations for school principals that are currently required by the department through the 2010-2011 school year. At the end of the 2010-2011 school year, a school district, intermediate school district, or public school academy shall report the most recently completed or determined "effectiveness label" from that evaluation for each principal who is in place for 2010-2011, in a form and manner prescribed by the department.~~

SEC. 1249B.

(1) BEGINNING WITH THE 2015-2016 SCHOOL YEAR, THE BOARD OF A SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE PERFORMANCE EVALUATION SYSTEM REQUIRED UNDER SECTION 1249 FOR BUILDING-LEVEL SCHOOL ADMINISTRATORS AND FOR CENTRAL-OFFICE-LEVEL SCHOOL ADMINISTRATORS WHO ARE REGULARLY INVOLVED IN INSTRUCTIONAL MATTERS, SUCH AS BUILDING PRINCIPALS AND ASSISTANT PRINCIPALS, DISTRICT SUBJECT AREA OR GRADE LEVEL DEPARTMENT CHAIRS, DISTRICT CURRICULUM DIRECTORS, PROFESSIONAL DEVELOPMENT PROVIDERS, OR OTHER STAFF WHO HAVE THE ABILITY TO INFLUENCE INSTRUCTION, MEETS ALL OF THE FOLLOWING:

(A) THE PERFORMANCE EVALUATION SYSTEM SHALL INCLUDE AT LEAST AN ANNUAL EVALUATION FOR ALL SCHOOL ADMINISTRATORS DESCRIBED IN THIS SUBSECTION BY THE SCHOOL DISTRICT SUPERINTENDENT OR HIS OR HER DESIGNEE, INTERMEDIATE SUPERINTENDENT OR HIS OR HER DESIGNEE, OR CHIEF ADMINISTRATOR OF THE PUBLIC SCHOOL ACADEMY, AS APPLICABLE, EXCEPT THAT A SUPERINTENDENT OR CHIEF ADMINISTRATOR SHALL BE EVALUATED BY THE BOARD OR BOARD OF DIRECTORS. AN ANNUAL EVALUATION SHALL MEET ALL OF THE FOLLOWING:

(*i*) FOR THE ANNUAL EVALUATION FOR THE 2015-2016, 2016-2017, AND 2017-2018 SCHOOL YEARS, AT LEAST 25% OF THE ANNUAL EVALUATION SHALL BE BASED ON A STUDENT GROWTH AND ASSESSMENT COMPONENT. BEGINNING WITH THE ANNUAL EVALUATION FOR THE 2018-2019 SCHOOL YEAR, AT LEAST 50% OF THE ANNUAL EVALUATION SHALL BE BASED ON A STUDENT GROWTH AND ASSESSMENT COMPONENT. THE STUDENT GROWTH AND

ASSESSMENT DATA TO BE USED FOR THE SCHOOL ADMINISTRATOR ANNUAL EVALUATION ARE THE AGGREGATE STUDENT GROWTH AND ASSESSMENT DATA THAT ARE USED IN TEACHER ANNUAL EVALUATIONS IN EACH SCHOOL IN WHICH THE SCHOOL ADMINISTRATOR WORKS AS AN ADMINISTRATOR OR, FOR A CENTRAL-OFFICE LEVEL SCHOOL ADMINISTRATOR, FOR THE ENTIRE SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT UNLESS THE ADMINISTRATOR IS ONLY RESPONSIBLE FOR A PARTICULAR GRADE-BAND OF STUDENTS AND TEACHERS, OR A LIMITED SET OF SUBJECT AREAS ASSESSED. IN THESE CIRCUMSTANCES, THE ADMINISTRATOR SHOULD RECEIVE THE AGGREGATE STUDENT GROWTH DATA FOR THE STUDENT POPULATION FOR WHICH THE ADMINISTRATOR IS RESPONSIBLE. THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE FOR CREATION OF APPROPRIATE GROWTH DATA. THE STUDENT GROWTH AND ASSESSMENT COMPONENT SHALL BE BASED ON THE FACTORS UNDER SECTION 1249(4)(A) AND (B).

(*ii*) THE PORTION OF THE ANNUAL EVALUATION THAT IS NOT BASED ON STUDENT GROWTH AND ASSESSMENT DATA SHALL BE BASED ON A PRACTICE COMPONENT AS PROVIDED UNDER SUBSECTION (2).

(B) THE PERFORMANCE EVALUATION SYSTEM SHALL ASSIGN AN EFFECTIVENESS RATING TO EACH SCHOOL ADMINISTRATOR DESCRIBED IN THIS SUBSECTION OF “PROFESSIONAL,” “PROVISIONAL,” OR “PROBATIONARY,” BASED ON BOTH THE STUDENT GROWTH AND ASSESSMENT COMPONENT AND THE PRACTICE COMPONENT.

(C) THE PERFORMANCE EVALUATION SYSTEM SHALL ENSURE THAT IF A SCHOOL ADMINISTRATOR DESCRIBED IN THIS SUBSECTION IS RATED AS

PROBATIONARY, THE PERSON OR PERSONS CONDUCTING THE EVALUATION SHALL DEVELOP AND REQUIRE THE SCHOOL ADMINISTRATOR TO IMPLEMENT AN IMPROVEMENT PLAN TO CORRECT THE DEFICIENCIES. THE IMPROVEMENT PLAN SHALL RECOMMEND PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND OTHER MEASURES DESIGNED TO IMPROVE THE RATING OF THE SCHOOL ADMINISTRATOR ON HIS OR HER NEXT ANNUAL EVALUATION. THE PLAN SHALL ALSO INCLUDE A TIMELINE FOR IMPLEMENTATION AND EXPECTED OUTCOMES OR PRACTICES FOR THE NEXT EVALUATION PERIOD.

(D) THE PERFORMANCE EVALUATION SYSTEM SHALL PROVIDE THAT, IF A SCHOOL ADMINISTRATOR DESCRIBED IN THIS SUBSECTION IS RATED AS PROBATIONARY ON 3 CONSECUTIVE ANNUAL EVALUATIONS, OR IS RATED AS “INEFFECTIVE” OR “MINIMALLY EFFECTIVE” IN EVALUATIONS PRIOR TO THE 2015-2016 SCHOOL YEAR, OR A COMBINATION OF 3 CONSECUTIVE ANNUAL EVALUATIONS WITH THESE DESIGNATIONS THROUGH 2017-2018, THE SCHOOL DISTRICT, PUBLIC SCHOOL ACADEMY, OR INTERMEDIATE SCHOOL DISTRICT SHALL DISMISS THE SCHOOL ADMINISTRATOR FROM HIS OR HER EMPLOYMENT. HOWEVER, THIS SUBDIVISION APPLIES ONLY IF THE 3 CONSECUTIVE ANNUAL EVALUATIONS ARE CONDUCTED USING ONE OF THE PRE-APPROVED EVALUATION FRAMEWORKS AS IDENTIFIED IN SUBSECTION (2A) BELOW. THIS SUBDIVISION DOES NOT AFFECT THE ABILITY OF A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY TO DISMISS AN INEFFECTIVE SCHOOL ADMINISTRATOR FROM HIS OR HER EMPLOYMENT REGARDLESS OF WHETHER THE SCHOOL ADMINISTRATOR IS RATED AS PROBATIONARY, INEFFECTIVE, OR MINIMALLY EFFECTIVE ON 3 CONSECUTIVE ANNUAL EVALUATIONS.

(E) THE PERFORMANCE EVALUATION SYSTEM SHALL PROVIDE THAT, IF A SCHOOL ADMINISTRATOR IS RATED AS PROFESSIONAL ON 3 CONSECUTIVE ANNUAL EVALUATIONS, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY CHOOSE TO CONDUCT AN EVALUATION BIENNIALLY INSTEAD OF ANNUALLY. HOWEVER, IF A SCHOOL ADMINISTRATOR IS NOT RATED AS PROFESSIONAL ON 1 OF THESE BIENNIAL EVALUATIONS, THE SCHOOL ADMINISTRATOR SHALL AGAIN BE PROVIDED WITH ANNUAL EVALUATIONS

(F) FOR THE SUPERINTENDENT OF A SCHOOL DISTRICT, INTERMEDIATE SUPERINTENDENT OF AN INTERMEDIATE SCHOOL DISTRICT, OR CHIEF EXECUTIVE OF A PUBLIC SCHOOL ACADEMY, THE BOARD OF THE SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF THE PUBLIC SCHOOL ACADEMY SHALL CONDUCT A SCHOOL ADMINISTRATOR EVALUATION REQUIRED UNDER THIS SUBSECTION AT LEAST EVERY 2 YEARS.

(2) THE PRACTICE COMPONENT OF A SCHOOL ADMINISTRATOR'S ANNUAL EVALUATION SHALL CONSIST OF THE FOLLOWING:

(A) AT LEAST 80% OF THE PRACTICE COMPONENT SHALL BE BASED ON THE ADMINISTRATION OF A SCHOOL ADMINISTRATOR EVALUATION FRAMEWORK. ALL OF THE FOLLOWING APPLY TO A SCHOOL ADMINISTRATOR EVALUATION FRAMEWORK:

(*i*) SUBJECT TO SUBSECTION (4), A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE 1 OF THE FOLLOWING SCHOOL ADMINISTRATOR EVALUATION FRAMEWORKS:

(A) THE SCHOOL ADVANCE ADMINISTRATOR EVALUATION INSTRUMENT DEVELOPED BY REEVES AND MCNEILL FOR THE MICHIGAN ASSOCIATION OF

SCHOOL ADMINISTRATORS.

(B) REEVES LEADERSHIP PERFORMANCE RUBRIC.

(C) MARZANO SCHOOL LEADERSHIP EVALUATION.

(*ii*) THE DEPARTMENT MAY DESIGNATE 1 OR MORE OTHER EVALUATION FRAMEWORKS AS AN ACCEPTABLE EVALUATION FRAMEWORK FOR USE UNDER THIS SUBSECTION. IF THE DEPARTMENT DESIGNATES AN EVALUATION FRAMEWORK AS ACCEPTABLE UNDER THIS SUBPARAGRAPH, A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE THAT EVALUATION FRAMEWORK.

(*iii*) A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY IMPLEMENT AND USE A LOCALLY DEVELOPED OR ADOPTED EVALUATION FRAMEWORK THAT MEETS ALL OF THE REQUIREMENTS UNDER SUBSECTION (3). TO USE A LOCALLY DETERMINED EVALUATION TOOL THAT IS NOT IDENTIFIED ON THE DEPARTMENT APPROVED LIST, THE SCHOOL DISTRICT MUST SUBMIT A WAIVER TO ENSURE THE EVALUATION TOOL IS ALIGNED WITH COMPONENTS OF THE IDENTIFIED STATE-WIDE EVALUATION TOOLS. THE DEPARTMENT WILL REVIEW EVALUATION TOOLS SUBMITTED THROUGH THIS WAIVER PROCESS TO PROVIDE A PROVISIONAL APPROVAL OF SUCH TOOLS. THE DEPARTMENT SHALL COLLECT ALL DOCUMENTATION RELATED TO THE FRAMEWORK TO EVALUATE AND ENSURE ALL REQUIREMENTS OF SUBSECTION (3) ARE ADDRESSED IN THE FRAMEWORK. THE DEPARTMENT WILL REVIEW OUTCOMES BASED UPON THESE EVALUATION TOOLS TO DETERMINE THE ALIGNMENT OF THESE EVALUATION TOOLS IN IMPLEMENTATION WITH THOSE EVALUATION TOOLS IDENTIFIED IN THE STATEWIDE REVIEW PROCESS.

(*iv*) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR

PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE INDIVIDUAL, OR SCHOOL BOARD OR BOARD OF DIRECTORS, ACTING AS AN EVALUATOR HAS BEEN TRAINED BY THE VENDOR IN THE EVALUATION PROTOCOL FOR THE EVALUATION FRAMEWORK THAT IS USED BY THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY AND HAS ALSO BEEN TRAINED IN COACHING, PROVIDING FEEDBACK, AND INTER-RATER AND RATER RELIABILITY. THE INDIVIDUAL, OR SCHOOL BOARD OR BOARD OF DIRECTORS, SHOULD RECEIVE RETRAINING IN COACHING, PROVIDING FEEDBACK, AND RATER RELIABILITY AT LEAST EVERY 3 YEARS. THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL ALSO PROVIDE INFORMATION TO SCHOOL ADMINISTRATORS ON THE EVALUATION PROTOCOL AND HOW IT IS USED.

(*v*) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL PROVIDE EASILY ACCESSIBLE ELECTRONIC COPIES OF ALL ADMINISTRATOR PROFESSIONAL PRACTICE DATA COLLECTED WITH THE OBSERVATION TOOL OR OTHER INSTRUMENTS TO THE DEPARTMENT UPON REQUEST FOR COMPLIANCE MONITORING AND/OR RESEARCH PURPOSES TO SUPPORT CONTINUOUS IMPROVEMENT OF THE EDUCATOR EVALUATION SYSTEM. THE DEPARTMENT SHALL BE RESPONSIBLE FOR MONITORING THE COMPLIANCE OF LOCAL DISTRICTS WITH ALL ASPECTS OF ADMINSITRATOR EVALUATION

(B) NOT MORE THAN 20% OF THE PRACTICE COMPONENT OF THE ANNUAL EVALUATION SHALL BE BASED ON LOCALLY ADOPTED FACTORS THAT ARE INDICATIVE OF A SCHOOL ADMINISTRATOR'S PRACTICE, WHICH SHALL INCLUDE AT LEAST ALL OF THE FOLLOWING FOR EACH SCHOOL IN WHICH THE SCHOOL ADMINISTRATOR WORKS AS AN ADMINISTRATOR OR, FOR A

CENTRAL-OFFICE-LEVEL SCHOOL ADMINISTRATOR, FOR THE ENTIRE SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT:

(*i*) IF THE SCHOOL ADMINISTRATOR CONDUCTS TEACHER PERFORMANCE EVALUATIONS, THE SCHOOL ADMINISTRATOR'S TRAINING AND PROFICIENCY IN USING THE EVALUATION SYSTEM AND OBSERVATION TOOL FOR TEACHERS DESCRIBED IN SECTION 1249, INCLUDING A RANDOM SAMPLING OF HIS OR HER TEACHER PERFORMANCE EVALUATIONS TO ASSESS THE QUALITY OF THE SCHOOL ADMINISTRATOR'S INPUT IN THE TEACHER PERFORMANCE EVALUATION SYSTEM. IF THE SCHOOL ADMINISTRATOR DESIGNATES ANOTHER PERSON TO CONDUCT TEACHER PERFORMANCE EVALUATIONS, THE EVALUATION OF THE SCHOOL ADMINISTRATOR ON THIS FACTOR SHALL BE BASED ON THE DESIGNEE'S TRAINING AND PROFICIENCY IN USING THE EVALUATION SYSTEM AND OBSERVATION TOOL FOR TEACHERS DESCRIBED IN SECTION 1249, INCLUDING A RANDOM SAMPLING OF THE DESIGNEE'S TEACHER PERFORMANCE EVALUATIONS TO ASSESS THE QUALITY OF THE DESIGNEE'S INPUT IN THE TEACHER PERFORMANCE EVALUATION SYSTEM, WITH THE DESIGNEE'S PERFORMANCE TO BE COUNTED AS IF IT WERE THE SCHOOL ADMINISTRATOR PERSONALLY CONDUCTING THE TEACHER PERFORMANCE EVALUATIONS.

(*ii*) THE PROGRESS MADE BY THE SCHOOL OR SCHOOL DISTRICT IN MEETING THE GOALS SET FORTH IN THE SCHOOL'S SCHOOL IMPROVEMENT PLAN OR THE SCHOOL DISTRICT'S SCHOOL IMPROVEMENT PLANS. IF THE SCHOOL IS IMPLEMENTING A REFORM / REDESIGN PLAN UNDER THE AUTHORITY OF THE STATE SCHOOL REFORM OFFICE PER MCL 380.1280C, THE PROGRESS IN IMPLEMENTING THE REFORM PLAN, AND THE IDENTIFIED TURNAROUND COMPETENCIES FROM THE REFORM PLAN SHALL BE A COMPONENT

OF THE PROFESSIONAL PERFORMANCE EVALUATION PROCESS FOR THE SCHOOL OR DISTRICT. THESE CONSIDERATIONS SHOULD BE DETERMINED BY THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY BOARD OF DIRECTORS.

(*iii*) PUPIL ATTENDANCE IN THE SCHOOL OR SCHOOL DISTRICT, AS APPLICABLE.

(*iv*) STUDENT, PARENT, AND TEACHER FEEDBACK, AND OTHER INFORMATION CONSIDERED PERTINENT BY THE SUPERINTENDENT OR OTHER SCHOOL ADMINISTRATOR CONDUCTING THE PERFORMANCE EVALUATION OR THE BOARD OR BOARD OF DIRECTORS.

(3) FOR A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY TO USE A LOCALLY DEVELOPED OR ADOPTED SCHOOL ADMINISTRATOR EVALUATION FRAMEWORK, THE LOCALLY DEVELOPED OR ADOPTED EVALUATION FRAMEWORK MUST MEET ALL OF THE FOLLOWING:

(A) INCLUDE A WELL-ARTICULATED EVALUATION PROCESS FOR SCHOOL ADMINISTRATORS, INCLUDING A DESCRIPTION OF OTHER PERFORMANCE INDICATORS THAT EDUCATORS WILL SUBMIT.

(B) CONTAIN RUBRICS THAT ALLOW FOR DETAILED DESCRIPTIONS AT EACH LEVEL OF PERFORMANCE FOR EACH INDICATOR, INCLUDING, BUT NOT LIMITED TO, MANAGING AND EVALUATING STAFF, DEMONSTRATING PROGRESS TOWARD DISTRICT GOALS, DEMONSTRATING PROGRESS RELATED TO THE DISTRICT SCHOOL IMPROVEMENT PLAN, ENGAGING STAFF IN PROFESSIONAL DEVELOPMENT, COMMUNICATING WITH COMMUNITY AND PARENTS, KNOWLEDGE OF CURRICULUM REQUIREMENTS AND APPLICATIONS, AND OVERALL DISTRICT LEADERSHIP. THESE RUBRICS SHALL PROVIDE MEANINGFUL DESCRIPTIONS ENSURING THAT SCHOOL ADMINISTRATORS RECEIVE DETAILED, ACTIONABLE

FEEDBACK FROM THEIR EVALUATORS, INCLUDING CLEAR EXPECTATIONS FOR ADMINISTRATOR BEHAVIOR. THE RUBRICS MUST ALSO MEET ALL OF THE FOLLOWING:

(*i*) AVOID RATING THE SAME BEHAVIORS MORE THAN ONCE WITHIN THE RUBRIC.

(*ii*) ASSURE CLEAR DISTINCTIONS BETWEEN THE LEVELS OF PERFORMANCE.

(C) INCLUDE A PLAN AND PROCESS FOR GIVING FEEDBACK, INCLUDING REMEDIATION PLANS, TIMELINES, AND EXPECTED OUTCOMES.

(D) INCLUDE A PROCESS FOR TRAINING EVALUATORS ON ALL ASPECTS OF THE EVALUATION SYSTEM, INCLUDING EACH PIECE OF THE EVALUATION FRAMEWORK, OTHER PERFORMANCE INDICATORS, AND THE EVALUATION SYSTEMS. IN ORDER TO ENSURE FIDELITY, THE TRAINING PLAN MUST INCLUDE ALL OF THE FOLLOWING:

(*i*) FRAMEWORK TRAINING.

(*ii*) COACHING AND FEEDBACK TRAINING

(*iii*) RATER RELIABILITY TRAINING.

(*iv*) FOLLOW-UP TRAINING EVERY 3 YEARS IN BOTH RATER RELIABILITY AND COACHING AND FEEDBACK.

(E) INCLUDE A PROCESS FOR TRACKING, MANAGING, AND IMPORTING ALL DATA AND DOCUMENTATION COLLECTED FOR THE EVALUATIONS, INCLUDING OBSERVATION DATA FOR TEACHERS, OTHER INFORMATION OR DATA, AND STUDENT GROWTH DATA.

(F) INCLUDE A PROCESS FOR DETERMINING SUMMATIVE RATINGS FOR ALL RELEVANT MEASURES INCLUDING EVALUATION FRAMEWORK DATA.

(G) CONTAIN A PLAN TO OFFER ADDITIONAL DIRECT SUPPORT TO NEW

AND STRUGGLING SCHOOL ADMINISTRATORS, INCLUDING, BUT NOT LIMITED TO, ADDITIONAL OBSERVATIONS, COACHING, AND MENTORING.

(H) HAVE A SYSTEM FOR MONITORING THE FAIRNESS, CONSISTENCY, AND OBJECTIVITY OF THE SYSTEM WITHIN AND ACROSS LOCAL SCHOOLS, INCLUDING SPECIFIC METRICS TO BE USED. AT A MINIMUM, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL CONSIDER HOW THE DISTRIBUTION OF RATINGS COMPARES WITH TEACHER OBSERVATION RATINGS AND STUDENT GROWTH DATA.

(I) BE BASED ON A PUBLISHED RESEARCH BASE FOR THE EVALUATION FRAMEWORK AND RUBRIC THAT INCLUDES ALL OF THE FOLLOWING:

(*i*) EMPIRICALLY BASED STUDIES OF ADMINISTRATIVE AND COACHING PRACTICE.

(*ii*) PRACTITIONER-ORIENTED PRESCRIPTIONS AND FRAMEWORKS FOR ADMINISTRATIVE AND COACHING PRACTICE.

(*iii*) DESCRIPTIONS OF PRACTICE FROM AN IDENTIFIED PANEL OF EXPERTS THAT INCLUDES PRINCIPALS AND CENTRAL OFFICE SCHOOL ADMINISTRATORS WORKING DAILY WITH ADMINISTRATORS ON IMPROVING PRACTICE.

(*iv*) FOR AN EVALUATION FRAMEWORK ADAPTED FROM A COMMERCIAL EVALUATION FRAMEWORK, DETAILED DOCUMENTATION THAT SHOWS ANY CHANGES IN PERFORMANCE LANGUAGE FOR EACH INDICATOR, JUSTIFICATION FOR THE CHANGE, AND EVIDENCE THAT THE ADAPTATIONS PROVIDE EQUAL OR GREATER RIGOR THAN AT LEAST 1 OF THE 3 EVALUATION FRAMEWORKS LISTED IN SUBSECTION (2)(A)(*i*).

(J) CONTAIN A DETAILED REVIEW AND REVISION PLAN THAT INCLUDES AN EMPIRICALLY SOUND STUDY OF RATER RELIABILITY,

QUALITATIVE REVIEW OF FEEDBACK FROM ADMINISTRATORS WITHIN THE SYSTEM, IMPACT ON PROFESSIONAL PRACTICE, AND PUPIL PERFORMANCE TO ASSURE VALIDITY AND RELIABILITY OF THE EVALUATION FRAMEWORK.

(K) HAVE AT LEAST THE SAME QUALITY AND RIGOR AS AT LEAST 1 OF THE 3 EVALUATION FRAMEWORKS LISTED IN SUBSECTION (2)(A)(*i*).

(*l*) IF IT IS AN ADAPTED FORM OF A COMMERCIAL EVALUATION FRAMEWORK, THE ADAPTATIONS DO NOT THREATEN THE VALIDITY OF THE INFERENCES THAT ARE BASED ON THE COMMERCIAL PERFORMANCE EVALUATION SYSTEM.

(M) IF THE EVALUATION FRAMEWORK DOES NOT HAVE AVAILABLE DOCUMENTATION ABOUT ITS RELIABILITY AND VALIDITY, THERE IS IN PLACE A PLAN FOR GATHERING RELEVANT DATA ON THE EVALUATION FRAMEWORK'S RELIABILITY AND VALIDITY THAT WILL RESULT IN SUBMISSION OF EVIDENCE OF THE EVALUATION FRAMEWORK'S RELIABILITY AND VALIDITY WITHIN 3 YEARS. IF A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY FAILS TO SUBMIT EVIDENCE SUFFICIENT TO DEMONSTRATE THE RELIABILITY AND VALIDITY OF THEIR LOCAL EVALUATION FRAMEWORK WITHIN 3 YEARS, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY NOT CONTINUE TO USE THE EVALUATION FRAMEWORK.

(N) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY POSTS ALL OF THE FOLLOWING ON ITS PUBLICLY ACCESSIBLE WEBSITE:

(*i*) A DESCRIPTION OF ITS EVALUATION SYSTEM AND SCHOOL ADMINISTRATOR EVALUATION FRAMEWORK.

(*ii*) DOCUMENTATION OF EACH OF THE REQUIRED ELEMENTS ENUMERATED IN SUBDIVISIONS (A) TO (M).

(4) THE DEPARTMENT SHALL PERIODICALLY REVIEW EACH OF THE SCHOOL ADMINISTRATOR FRAMEWORKS LISTED IN SUBSECTION (2)(A)(*i*) TO EVALUATE WHETHER THE EVALUATION FRAMEWORK CONTINUES TO MEET THE REQUIREMENTS OF SUBSECTION (3) AND, IF THE DEPARTMENT DETERMINES THAT THE EVALUATION FRAMEWORK DOES NOT MEET THOSE REQUIREMENTS, SHALL ISSUE A DIRECTIVE TO SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, AND PUBLIC SCHOOL ACADEMIES DIRECTING THEM NOT TO USE THAT EVALUATION FRAMEWORK FOR THE PURPOSES OF THIS SECTION. IF THE DEPARTMENT ISSUES A DIRECTIVE DESCRIBED IN THIS SUBSECTION, A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL COMPLY WITH THAT DIRECTIVE.

(5) THE PERFORMANCE EVALUATION SYSTEM SHALL PROVIDE THAT SUMMARY EVALUATION RESULTS AND CLASSIFICATION OF ADMINISTRATORS MUST BE AVAILABLE TO THE PUBLIC, AND MUST BE DOCUMENTED AND REPORTED AS OUTLINED BY THE DEPARTMENT OF EDUCATION FOR MONITORING AND COMPLIANCE PURPOSES, AND MUST BE REPORTED PUBLICLY ON THE DISTRICT OR ACADEMY WEBSITE. HOWEVER, INDIVIDUAL ADMINISTRATOR EVALAUTION DOCUMENTATION AND RECORDS THAT ARE USED IN DETERMINING AN INDIVIDUAL EVALUATION CLASSIFICATION FOR AN ADMINISTRATOR ARE CONSIDERED PRIVATE INFORMATION OF THE ADMINISTRATOR AND LOCAL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY BOARD OF DIRECTORS THAT EMPLOYS THE ADMINISTRATOR, AND ARE NOT SUBJECT TO RELEASE THROUGH THE FREEDOM OF INFORMATION ACT.

(6) THE STATE SHALL PROVIDE SUPPORT FOR THE EFFECTIVE IMPLEMENTATION OF THE ADMINISTRATOR EVALUATION SYSTEM BY PROVIDING THE REQUIRED SUPPORTS, OVERSIGHT, AND MONITORING FUNCTIONS AS ADDRESSED IN THE PREVIOUS SECTIONS, AS WELL AS SUPPORT FOR THE FOLLOWING REPORTING AND TRAINING FUNCTIONS FOR THE ADMINISTRATOR EFFECTIVENESS SYSTEM:

(i) THE STATE SHALL PROVIDE TRAINING AND GUIDANCE TO LOCAL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, AND PUBLIC SCHOOL ACADEMIES ON THE PROCESS OF CONDUCTING PRE-CONFERENCES WITH ADMINISTRATORS, MID-YEAR CONFERENCES AND REVIEWS, AND FINAL EVALUATION CONFERENCES FOR ADMINISTRATORS WITH VARYING NEEDS AS DETERMINED BY THE EVALUATION PROCESS. THE STATE SHALL PROVIDE TRAINING ON DEVELOPING AND TRACKING SCHOOL-WIDE OR DISTRICT-WIDE GROWTH DATA FROM LOCALLY DETERMINED GROWTH MEASURES FOR EDUCATORS THAT ARE SUPERVISED BY THE ADMINISTRATORS BEING EVALUATED. THE STATE SHALL PROVIDE TRAINING ON USING STUDENT GROWTH DATA OF ALL TYPES AS REFERENCED IN PREVIOUS SECTIONS TO USE APPROPRIATELY FOR EVALUATION PURPOSED, INCLUDING HOW TO COMBINE VARIOUS TYPES OF GROWTH DATA INTO A SINGLE STUDENT GROWTH COMPONENT, AND HOW TO COMBINE VARIOUS TYPES OF PROFESSIONAL PRACTICE DATA INTO A SINGLE PROFESSIONAL PRACTICE COMPONENT. THE STATE SHALL PROVIDE GUIDANCE AND MODELS ON HOW TO UTILIZE SPECIFIC GROWTH AND PROFESSIONAL PRACTICE DATA FROM THE EVALUATION PROCESS INTO A PLAN FOR PROFESSIONAL LEARNING FOR ALL ADMINISTRATORS, AND FOR APPLYING SUCH DATA INTO AN INDIVIDUAL DEVELOPMENT PLAN FOR ADMINISTRATORS REQUIRING SUCH A PLAN.

1 (ii) THE STATE SHALL PROVIDE A PLAN FOR PROCUREMENT OF
2 LICENSES, TRAINING, AND TECHNICAL SUPPORT IN USE OF STATE GROWTH
3 AND ASSESSMENT DATA FOR THE GROWTH AND ASSESSMENT COMPONENT OF
4 THE EVALUATION PROCESS, AND IN SUPPORT OF AT LEAST ONE OF THE
5 IDENTIFIED PROFESSIONAL PRACTICE EVALUATION MODELS IDENTIFIED IN
6 SUBSECTION (2)(A)(i) ABOVE.
7 (iii) THE STATE SHALL PROVIDE SUPPORT FOR IMPLEMENTATION
8 OF ALL VALUE-ADDED MODELING COMPONENTS THAT ARE UTILIZED IN THE
9 STUDENT GROWTH AND ASSESSMENT COMPONENT OF THE ADMINISTRATOR
10 EVALUATION PROCESS.
11 (iv) THE DEPARTMENT OF EDUCATION SHALL BE RESPONSIBLE FOR
12 COMPLIANCE DOCUMENTATION AND OVERSIGHT OF THE EDUCATOR EVALUATION
13 SYSTEM, AND FOR DATA GATHERING AND RESEARCH ON IMPLEMENTATION AND
14 IMPACTS OF THE PROGRAM.

July 2013

Building an Improvement-Focused System of Educator Evaluation in Michigan: Final Recommendations

MCEE Michigan Council for Educator Effectiveness

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Preface from the Chair

In a growing body of research, study after study has shown the power of skillful teaching to affect student learning. The details are dramatic: A child who receives high quality instruction three years in a row will have learned significantly more—comparable to having had many more months of instruction—than a child whose teachers for three years have lacked skill and capacity. Skillful teaching has a powerful impact on students' learning. Teachers who are prepared and supported to teach attentively are able to connect with students and make complex ideas and content learnable. They are able to form relationships with children and support them to master the academic and personal skills essential for success. Their professional skills enable them to care effectively for students' academic, social, emotional, and physical well being and development.

Every child in Michigan deserves skillful teachers, not just some of the time, but each and every year. And every teacher deserves the opportunity to develop and continue to refine his or her professional skill—to receive targeted feedback and professional learning opportunities to improve instruction. Our commitment to this goal animated the work of the Michigan Council for Educator Effectiveness (MCEE).

Over the last 18 months, my five MCEE colleagues and I developed the recommendations for Michigan's educator evaluation system contained in this report. We examined research. We consulted with other states. We commissioned a pilot study. We engaged practicing educators. We requested expert guidance. We read and questioned and sought advice.

Through it all, we were guided by a shared vision that we established early on:

> **The Michigan Council for Educator Effectiveness will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goals of this system are to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.**

This vision demonstrates our deep commitment to educators, to their continued growth and improvement as professionals, and to the academic outcomes and future success of Michigan's children. We believe that a system of educator evaluation should be grounded in improvement-focused feedback, not in punitive action. The system should, at its core, serve to raise the performance of **all** educators because this is what our students need and deserve. Our young people are the future citizens of our state and our nation; the quality of their education is our most important investment.

Making skillful teaching the norm will not only enhance the life chances and fulfillment of Michigan's youth, but also boost our strength and capacity as a state.

Deborah Loewenberg Ball
Chair, Michigan Council for Educator Effectiveness
Dean, University of Michigan School of Education

Acknowledgements

The MCEE's work would not have been possible without the support of the following organizations and people:

Council of Michigan Foundations
Serving grantmakers. Advancing giving.

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Executive Summary

The Michigan Council for Educator Effectiveness developed the following key recommendations for each section of its charge.

TEACHER EVALUATION

Teachers play a critical role in student learning and skillful teaching has a significant impact on students' opportunities and growth. The evaluation of teachers' performance is to be composed of evidence about two key aspects of their work: (1) their practice and (2) their students' growth.

Key Recommendations for Observations of Practice

- Classroom teaching must be observed using one of the four piloted observation tools: Charlotte Danielson's Framework for Teaching, Marzano Teacher Evaluation Model, The Thoughtful Classroom, or 5 Dimensions of Teaching and Learning. If final results from the pilot study produce evidence that suggests that any of these tools is less reliable or practical, this information should be taken into account.
- One of these tools will be selected to be the state tool, based on a competitive RFP process. The state will provide sufficient base funding to support Local Education Agencies' (LEAs') use of the state-selected tool with full fidelity. The state will provide the technical support and training for the state-selected tool.
- LEAs may choose to use one of the other three piloted observation tools instead, but must pay for any expenses above the base funding supplied by the state for the state-selected tool.
- Any observer in an LEA must be trained in that LEA's observation protocol, whether the LEA is using the state tool or one of the other piloted tools. To support fidelity in the use of the observation tool, the training must be provided by the observation tool vendor. The training regime for an observer must be equivalent to that which is offered for the state-selected tool in terms of time and content.
- Multiple observations must be conducted across the school year. At least one observation must be unscheduled.
- Qualified peers may conduct some of the observations.
- The administrator responsible for a teacher's evaluation must conduct at least one of the observations and must use results of others' observations (if applicable) in making an overall appraisal of the teacher's practice.
- In addition to receiving the above-referenced vendor-provided training on the observation tool, the administrator responsible for a teacher's evaluation must receive adequate training (which includes opportunities to practice) in coaching and providing feedback.
- All teacher observation data collected with the state-selected observation tool shall be reported to the state for research purposes to support continuous improvement of the educator evaluation system.

Key Recommendations for Student Growth

- The state should continue to develop or select, as well as support, all aspects of assessments that are aligned to state-adopted content standards in all core content areas (i.e., English language arts, mathematics, science, and social studies).
- The state should also develop or select assessments aligned to state-adopted content standards in high-volume non-core content areas where state-adopted content standards exist (e.g., arts, health and physical education, career and technical education, and many high school electives).
- In addition, the state should provide guidelines for:
  - Evaluating the quality of third party or locally developed assessments.
  - Training on adequate rigor in the development and measurement of student learning objectives.
- The state should, in all cases that are possible and professionally responsible, produce value-added modeling (VAM) scores for educators on state-provided assessments in the core content areas.
- For teachers in core content areas in grades for which there are growth data available from state-mandated assessments (currently reading and mathematics in grades 4–8, but likely to change over time), at least half of the teachers' student growth component should be based on state-provided VAM scores.

- For teachers of other subject areas, LEAs should have the discretion to adopt state-provided VAM or growth data.
- State-provided VAM or growth data in core content areas may be used in a teacher's evaluation using information from that teacher's students, even if the teacher does not teach in one of the core content areas. This means that teachers may be evaluated, in part, for the learning of their own students, even in subject areas that they do not directly teach. This may be done as long as the teacher knows that he or she is expected to be contributing to students' growth in core content areas and there is a reasonable connection of the core content to the teacher's actual teaching assignment.
- In order to promote collective work on instruction within school buildings, school-level VAMs may be used for individual teachers' evaluations if there is a reasonable connection of the core content to the teacher's actual teaching assignment. This means that teachers may be evaluated, in part, for the learning of students whom they do not directly teach. However, school-level VAMs may not comprise more than 10% of the individual teacher's student growth component.
- In content area assignments for which there is no state-provided VAM or growth data available, teachers should be evaluated based on alternate measures of student growth that meet the guidelines for rigorous and appropriate assessment of student growth in the applicable subject area.

ADMINISTRATOR EVALUATION

Administrators play a central role in high quality instruction. They support teachers, provide feedback, and enable and enhance professional learning communities. They manage resources, work with parents, and play a critical role in communicating between the school and the community.

Key Recommendations for Administrator Evaluation

- LEAs must choose from one of two administrator evaluation tools: MASA's School ADvance Administrator Evaluation Instrument or Reeves Leadership Performance Rubric. One of these tools will be selected to be the state tool, based on a competitive RFP process. The state will provide sufficient base funding per administrator to support LEAs' use of the state-selected tool with full fidelity. The state will also provide the technical support and training for the state-selected tool.
- LEAs may choose to use the other tool instead. An LEA that chooses to use the other tool must pay for any expenses above the base funding supplied by the state for the state-selected tool.
- Administrators must be evaluated on both their practice and student growth measures.
- In addition to student growth measures, administrators must be evaluated by at least the following evidence for each school (or LEA, for superintendents or central office personnel): proficiency of their skill in evaluating teachers; progress made in the school improvement plan; attendance rates; and student, parent, and teacher feedback. LEAs can choose to include other information.
- The school board must evaluate superintendents.

CATEGORIZING AND PROVING FEEDBACK TO TEACHERS AND ADMINISTRATORS THROUGH ANNUAL EVALUATION SUMMARIES

Evidence about an educator's performance will be combined into a final evaluation rating using an approach that maps the evidence onto a rubric with two axes: (1) quality of practice (based on observations) and (2) quality of student outcomes (based on student growth data). The MCEE recommends using three categories for rating teachers and administrators:

Professional: A teacher or administrator rated **professional** has exhibited the knowledge and capabilities expected of a skillful educator. We expect that educators who are extraordinary—as well as educators who are competent—would fall into this category. We also assume that even highly skilled practice can be improved. Because the purpose of educator evaluation is improvement, and because all educational practice benefits from ongoing refinement, a rating of "professional" should always be accompanied by specific feedback for development. A teacher or administrator rated as professional for three straight years may pursue opportunities for advanced roles or leadership. In addition, an educator rated as professional for three straight years may be evaluated on an alternating year basis in subsequent years and receive two-year goals for enhancement.

Provisional: A teacher or administrator rated **provisional** has exhibited some professional knowledge and skill, but has specific substantial identified weaknesses that should be addressed through feedback and targeted professional development. We expect that this category might include two groups of educators: beginning teachers and administrators who have yet to develop the level of skill necessary for professional practice and experienced teachers and administrators who struggle with mastering professional knowledge and skills. This rating is intended to be a serious signal that the educator's practice requires significant improvement in specific areas and the rating should be accompanied by clear feedback about areas that need focused attention. A teacher or administrator rated as provisional or below for three straight years should be counseled out of his or her current role.

Ineffective: A teacher or administrator rated **ineffective** has exhibited performance that has specific critical identified weaknesses. The educator should be placed on urgent notice that significant improvement must be achieved in the specific areas of underperformance within two years. An educator who receives an ineffective rating for two years in a row should be terminated from further employment as a teacher (for teachers) or as an administrator (for administrators) in his or her current LEA.

Each educator will receive a summative rating that represents the overall assessment of his or her performance—both in terms of practice and student growth—over the past year. More important, however, is that every annual evaluation—even of skillful educators—should specify goals for the continued development of practice. These goals should be developed by the evaluator in consultation with the educator being evaluated. In addition, educators should be provided with specific suggestions, resources, and opportunities for the learning needed to achieve those goals.

PROFESSIONAL TEACHING CERTIFICATION

Currently, Michigan teachers initially receive certification for five years, with an opportunity to renew this first certification for three additional five-year terms if necessary. This initial license to teach is labeled "provisional certification." The next level of certification is called "professional."

Key Recommendations for Professional Teaching Certification

- Teachers wishing to move from a provisional to a professional certificate must receive a professional rating for three successive years immediately prior to applying for professional certification.
- Teachers who do not demonstrate three successive years of professional ratings may apply for the renewal of their provisional certification until they either:
  - Achieve three successive years of professional ratings immediately prior to applying for their professional certification; or
  - Have three non-successive years of professional ratings but have the recommendation of their current principal.

WAIVER PROCESS

Although the MCEE is committed to creating a quality system of educator evaluation, the council recognizes that some LEAs have used time and resources to develop their own evaluation systems. LEAs that are able to demonstrate the effectiveness of their local evaluation tools and policies may apply for a waiver from the state system.

Key Recommendations for the Waiver Process

- In order to receive a waiver from using the state recommended process, entities requesting a waiver must demonstrate that their processes and systems have the same level of quality and rigor as those adopted in LEAs following the state requirements.
- If an LEA submits an adapted form of a commercial evaluation system, the LEA must demonstrate how the adaptations do not threaten the validity of the inferences based on use of the instrument.
- If an LEA is using an evaluation system that does not have available documentation about its validity and reliability, the LEA must submit a plan for how it will gather relevant data on the system's technical soundness. LEAs will receive probationary approval for their waiver, contingent on providing evidence of their system's reliability and validity within three years.

Establishment and Membership

The Michigan Council for Educator Effectiveness (MCEE) was established in June 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). Council members were appointed in September 2011, and the legislature appropriated funding in mid-December 2011. The MCEE was a temporary commission with a life of no more than two years and officially disbanded in June 2013.

The council had five voting members, three of whom were appointed by Governor Rick Snyder, and one each by Senate Majority Leader Randy Richardville and Speaker of the House Jase Bolger. Governor Snyder appointed Deborah Loewenberg Ball, dean of the University of Michigan School of Education, as chair of the MCEE. In addition to Ball, the governor appointed Mark Reckase from Michigan State University's College of Education and Nick Sheltrown from National Heritage Academies in Grand Rapids. Majority Leader Richardville appointed David Vensel, a principal from Jefferson High School in Monroe, and Speaker Bolger appointed Jennifer Hammond, a principal from Grand Blanc High School. Joseph Martineau served on the MCEE without a vote and was the designee of the Michigan Department of Education's superintendent of public instruction. (See Appendix A for biographies of council members.)

Charge, Vision, and Process

CHARGE

The MCEE was charged by law with an ambitious agenda, one that has tremendous significance for the educational opportunities and outcomes of our state's children. This report represents fulfillment of the charge to submit to the State Board of Education, the Governor, and the state legislature recommendations for all of the following:

- A state evaluation tool for teachers.
- A student growth and assessment tool.
- A state evaluation tool for school administrators.
- Changes to the requirements for a professional teaching certificate.
- A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

VISION

From its inception, the MCEE focused its work on developing a system of evaluation for Michigan's educators that would be focused on improving instruction and advancing student learning—not on punitive action. As such, the following common vision grounded the MCEE's efforts:

> **The Michigan Council for Educator Effectiveness will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goals of this system are to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.**

PROCESS

The council completed its work through two primary processes: (1) conducting a pilot study of educator effectiveness tools to provide data on implementation and validity and crucial feedback from education professionals; and (2) meetings, consultation, and research.

Pilot Study: The 2012–2013 Pilot of Educator Effectiveness Tools, which took place from September 2012 to June 2013 in thirteen Local Education Agencies (LEAs) across Michigan, informed these recommendations and will support the implementation of a fair, reliable, and effective approach to

educator evaluation in Michigan. Throughout the year, the pilot study team regularly provided the MCEE with updates and insights from their work. For example, learning about the kinds of training that different vendors provided helped the council to recognize the importance of careful training in order for any tool to be used effectively. The MCEE also learned about the challenges of managing the numbers of observations, and of entering data from the observations. Because the pilot study team was in regular contact with the field, they were also able to keep the council apprised of concerns raised by teachers and administrators alike. Although this report is informed by the pilot study, it does not represent a complete report on the pilot study. A final report will be submitted separately to the council by the Institute for Social Research (ISR) at the University of Michigan, which designed, implemented, and managed the pilot study.

Meetings, Consultation, and Research: The MCEE met regularly (at least twice a month for 3 to 4 hours) in whole group meetings. (Appendix B summarizes each council meeting's presentations and discussions.) In addition, subgroups of the council worked on specific high priority tasks such as investigating how other states have tackled particular challenges, exploring alternative methods for tracking student growth, and researching approaches to administrator evaluation. These subgroups met several additional times between council meetings. In order to provide opportunities for stakeholder and expert input, meetings were regularly open to the public and the MCEE website (www.mcede.org) posted updates and information, and solicited comments and suggestions.

In addition to the work of its six members, the MCEE benefitted from the input of expert consultants, all of whom are national leaders in areas crucial to the council's work. These experienced scholars and practitioners provided valuable insight into education policies, reforms, and initiatives that are taking place in Michigan and in other states. Council members consulted with nearly 50 experts from more than 10 states (see Appendices C and D). They also referred to research and reports from a wide range of organizations and commissions around the country that have worked extensively to understand educator evaluation and to implement evaluation systems (see Appendix E). Research and consultants provided the MCEE with a wealth of knowledge regarding observation tools, student growth models, pilots, and both the successes and concerns of other states throughout similar processes.

Guiding Principles for Michigan's Educator Evaluation System

To ensure a strong and improvement-focused system, the MCEE developed the following design principles for Michigan's educator evaluations:

- The system should support clear and rigorous expectations for educational practice in teaching and administration.
- The resources—money, time, attention—required to implement the educator evaluation system should be carefully balanced so as to maximize the value of the system while preserving resources for other requirements. For the evaluation system to support improvement, resources—including money and time—must be preserved for professional development.
- The system should be designed to support efforts toward improvement rather than compliance.
- The system should develop local capacity to improve teaching and learning at all levels and in all LEAs.
- The system for evaluating educators' performance should be based on multiple measures. This is vital in order to take into account the different dimensions of skilled educational practice and to increase the validity and reliability of evaluation. However, the measures used should also be limited so as to ensure efficiency when possible.
- The system should be designed to improve teaching and learning in the state, and structured to support ongoing educator learning and development.

In addition, the MCEE agreed on five specific parameters necessary in order to ensure that the system contributes to improvement of instruction and student learning:

1. An educator evaluation system that can support educational improvement depends on a well-articulated and shared consensus about goals for students' learning and principles for assessing their growth toward those goals. A rigorous educator evaluation system, thus, is dependent on clearly articulated student standards.
2. Similarly, an educator evaluation system that can support educational improvement depends on the articulation of clear standards of professional practice.
3. To support improvement, educator evaluation must provide specific substantive feedback that is accompanied by targeted and specific professional learning opportunities. Ratings alone do not supply sufficient information for improvement.
4. Individual educators' evaluations must be treated as confidential personnel information. They should be used to focus professional development and guide improvement-focused actions, but they should not be made public. The goal is improvement, not embarrassment.
5. Educator evaluations must not be used to determine merit pay. There is insufficient evidence to support pay for performance programs at this time. Research in education and other fields suggests that performance-related pay and the monitoring systems that come with it can backfire, decreasing motivation and quality performance.

Definitions

The approach to educator evaluation uses terms—e.g., "teacher," "administrator," "reliability," and "validity"—that are understood in a variety of ways. To provide clarity, the MCEE defined this set of key terms:

What is a teacher?
A teacher is an individual who is directly responsible for instruction aimed at helping a group of students reach goals defined in a well-specified curriculum over an extended period of time such as a quarter, semester, or academic year.

What is a teacher leader or master teacher?
A teacher leader is a teacher whose performance has been rated professional for at least three years in a row and who has additional skills in supporting the development and improvement of practice.

What is a school administrator?
A school administrator is an educator whose role includes major responsibility for the leadership and management of a school building or of a key instructional function of an LEA.

What is reliability?
Reliability refers to the degree to which a measurement of skill or knowledge is consistent and stable in yielding similar results under varying conditions. Most simply put, a measurement is reliable if it is consistent within itself, between observers/raters, and across time.

What is validity?
Validity refers to the degree to which a measurement of skill or knowledge actually measures what it claims to measure. Validity is also the extent to which inferences, conclusions, and decisions made on the basis of measurements are appropriate and meaningful.

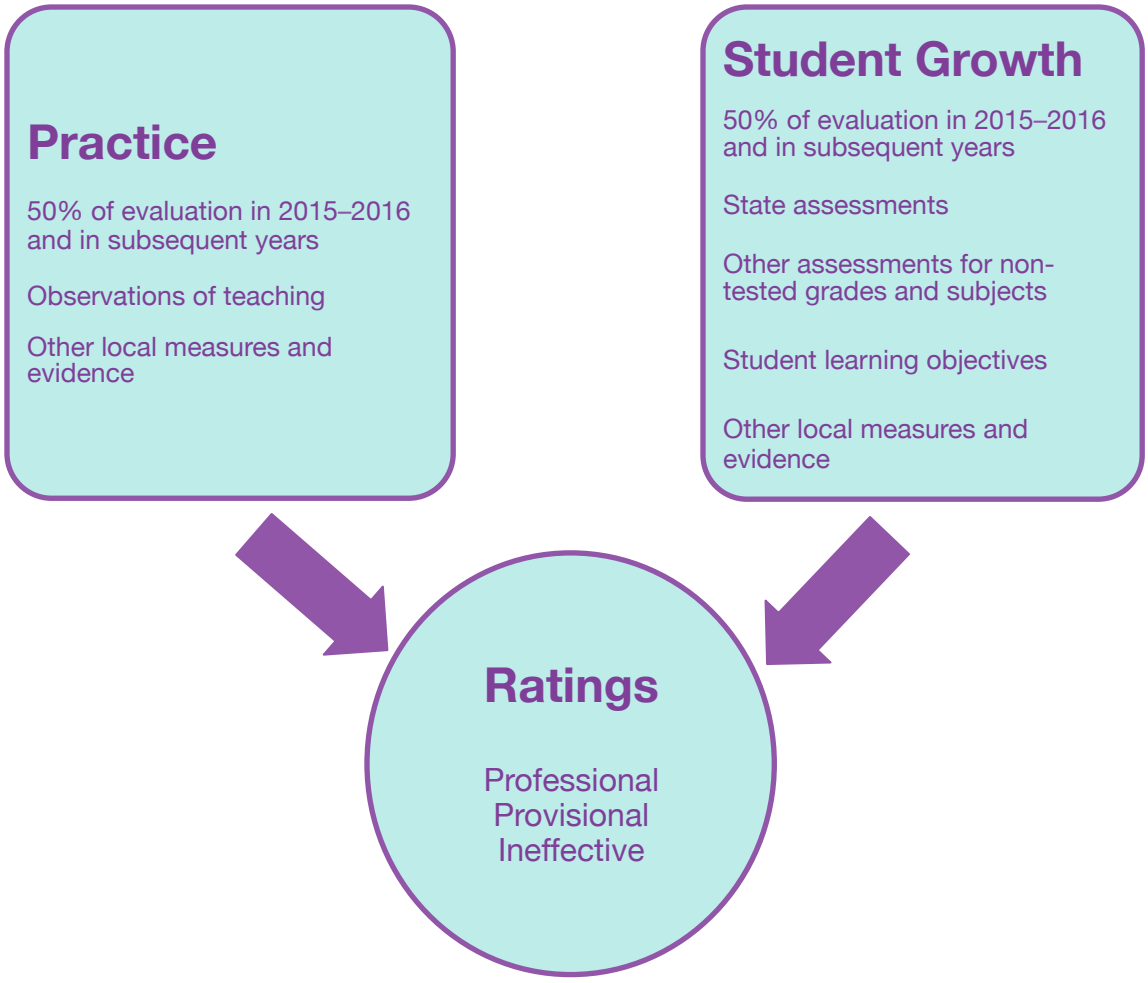
Teacher Evaluation Overview

FRAMEWORK FOR EVALUATING TEACHERS

Teachers play a critical role in student learning and skillful teaching has a significant impact on students' opportunities and growth. Every child in Michigan deserves skillful teachers each and every year. And every teacher deserves the opportunity to develop and continue to refine his or her professional skill—to receive targeted feedback and professional learning opportunities to improve instruction.

The evaluation of teachers' performance is to be composed of evidence about two key aspects of their work: (1) their practice and (2) their students' growth. "Practice" refers to the work that teachers do to prepare and conduct instruction and to assess, communicate about, and improve students' learning. This includes working with students, administrators, caregivers, and colleagues. "Student growth" represents the change in students' knowledge and skill across a school year.

The following figure outlines the components of the teacher evaluation system.



CATEGORIZING TEACHERS

Although the original legislation referred to a four-category system for reporting the results of teacher evaluation, the MCEE had the following significant concerns about the lack of reliability and usefulness of using four categories to rate teachers' performance:

- There is no empirical or theoretical basis for using four categories.
- The "highly effective" category suggests that these educators do not need to continue to improve. It might also lead attention to be focused on ratings (similar to students seeking A+ grades) and not on specific feedback for growth.
- The MCEE believes that it is not tenable to use a system of consequentially different ratings that cannot be fully justified. We urge instead a shift in emphasis to clear improvement plans for all teachers including those whose performance is judged as within the professional range.
- The MCEE seeks to support continuous improvement of practice. Because skillful teaching is complex, no teacher is "done" or finished learning. "Improvement" should be the norm instead of something seen as negative.
- Most urgently needed from ratings is a way to identify two groups: teachers whose performance is in need of immediate and significant change, and teachers whose performance is simply unacceptable.

DEFINING THE THREE CATEGORIES

The MCEE recommends the use of three evaluation ratings: professional, provisional, and ineffective. These ratings refer to evaluation outcomes, not certification levels. These three categories are considered as ordered qualitative categories with the following descriptions:

Professional: A teacher rated **professional** has exhibited the knowledge and capabilities expected of a skillful educator. We expect that teachers who are extraordinary—as well as teachers who are competent—would fall into this category. As such, the MCEE believes that the majority of teachers will receive a professional rating. We also assume that even highly skilled practice can be improved. Because the purpose of educator evaluation is improvement, and because all educational practice benefits from ongoing refinement, a rating of "professional" should always be accompanied by specific feedback for development. A teacher rated as professional for three straight years may pursue opportunities for advanced roles or leadership.[1] In addition, a teacher rated as professional for three straight years may be evaluated on an alternating year basis in subsequent years and receive two-year goals for enhancement.

Provisional: A teacher rated **provisional** has exhibited some professional knowledge and skill, but has specific substantial identified weaknesses that should be addressed through feedback and targeted professional development. We expect that this category might include two groups of teachers: beginning teachers who have yet to develop the level of skill necessary for professional practice and experienced teachers who struggle with mastering professional knowledge and skills. This rating is intended to be a serious signal that the educator's practice requires significant improvement and growth in specific areas and the rating should be accompanied by clear feedback about areas that need focused attention. A teacher rated as provisional or below for three straight years should be counseled out of his or her current role.

Ineffective: A teacher rated **ineffective** has exhibited performance that has specific critical identified weaknesses. The teacher should be placed on urgent notice that significant improvement must be achieved in the specific areas of underperformance within two years. A teacher who receives an ineffective rating for two years in a row should be terminated from further employment as a teacher in his or her current LEA.

[1] If LEAs wish to identify teachers whose performance is consistently exemplary in order to select master teachers or for some other purpose outside of the regular evaluation system, they may do so.

In the first two years of the implementation of the new educator evaluation system, the state should initiate a standard-setting process that will enable clearer specification of the qualities of practice associated with each of these levels. Specific standards for instructional practice will help to support the emphasis on improvement that will build a strong system of teacher and student learning.

Teacher Evaluation: Observations of Practice

OVERVIEW

The MCEE is committed to institutionalizing teacher observations as part of Michigan's educator evaluation system in a rigorous, professionally responsible, and legally defensible way. Because so many states have recently created such systems, the council gathered information from across the country about the components of such systems, the tools available, the measurement challenges associated with educator observations, the processes and resources needed to guarantee rigorous use of these measures, and the lessons that other states have learned along the way.

Many observation and evaluation systems are currently available. Some have been developed by researchers, others by professional developers, others by educators committed to providing sound support for early career teachers. Several states—Rhode Island, North Carolina, and Colorado, for example—have developed their own protocols (often adapting aspects of other widely used observation tools). Evidence about these tools' reliability and validity is not available.

After reviewing a number of possible observation protocols in use across the country, considering available evidence about their basis and use, examining them for both comprehensiveness and efficiency, and learning from LEAs that had already implemented some form of teacher evaluation, the MCEE chose the following four teacher observation tools to be piloted and studied in the LEAs participating in the pilot study:

- Charlotte Danielson's Framework for Teaching
- Marzano Teacher Evaluation Model
- The Thoughtful Classroom
- 5 Dimensions of Teaching and Learning

In July and August of 2012, ISR processed more than 70 applications from Michigan LEAs interested in participating in the pilot. ISR selected and recruited a final sample of thirteen LEAs based on a number of factors including school size, free and reduced lunch percentages, and geographic location.

The pilot LEAs included:

- Big Rapids Public Schools
- Cassopolis Public Schools
- Clare Public Schools
- Farmington Public Schools
- Garden City Public Schools
- Gibraltar School District
- Harper Creek Community Schools
- Leslie Public Schools
- Marshall Public Schools
- Montrose Community Schools
- Mt. Morris Consolidated Schools
- North Branch Area Schools
- Port Huron Area School District

Participating LEAs pledged to comply with the pilot design and protocols, agreeing—among many other requests—to adopt the assigned observation tool, participate in observation tool training, administer the pilot testing regime, and allow ISR researchers to conduct teacher observations, surveys, and interviews throughout their schools. The pilot design also required administrators to complete three observation sessions with each classroom teacher using their observation protocol. ISR team members also met regularly with participating LEAs to gather feedback and insight into LEA experience with the tools.

KEY RECOMMENDATIONS

Using data from the pilot study, research, consultations, and council meetings, the MCEE developed the following key recommendations regarding observations and other evidence that can be used to provide teachers with data about their practice.

Observation Tools, Training, and Support

- Current data from the pilot study suggests little significant difference among the tools. Therefore, the state should select one of the four piloted observation tools—Charlotte Danielson's Framework for Teaching, Marzano Teacher Evaluation Model, The Thoughtful Classroom, or 5 Dimensions of Teaching and Learning—through a competitive RFP process. If final results from the pilot study produce evidence that suggests that any of these tools is less reliable or practical, this information should be taken into account.

- The state will provide sufficient base funding per teacher to support LEAs' use of the state-selected tool with full fidelity.

- The state will provide technical support and training for the state-selected observation tool. This includes gathering and managing the observational data for LEAs that use that system.

- The state should provide hosting and data analysis services for the state-selected observation tool for all Michigan LEAs that adopt that tool. Such data should be used by the state for research purposes, including monitoring the reliability and validity of the observation tool.

- Any LEA that chooses to use one of the other three piloted tools must pay for any additional expenses above the base cost supplied by the state, including costs of technical support, training, data management, data analysis, and reporting.

- Observers must be trained in the use of their LEA's observation tool, whether the LEA is using the state-selected tool or one of the other piloted tools. To support fidelity in the use of the observation tool, the training must be provided by the observation tool vendor. The training regime for an observer must be equivalent to that which is offered for the state-selected tool in terms of time and content. The goal of the training should be to ensure a baseline level of inter-rater agreement/reliability (i.e., after completing training, two observers should be able to observe the same lesson by the same teacher and their scores on whatever tool they are using should be identical on the majority of elements/components that are assessed).

- Administrators responsible for evaluation must identify the primary evaluator for each teacher by September 30 of each school year. The primary evaluator is responsible for providing the teacher with the summative feedback from all observations and developing goals for improvement in consultation with the teacher being evaluated.

- In addition to receiving the vendor-provided training on the observation tool, the administrator responsible for a teacher's evaluation must receive adequate training in coaching and providing feedback, including having opportunities for supervised practice. These skills are crucial to the development of an improvement-focused system.

The Mechanics of Observations

- LEAs have many different types of non-teacher, non-administrator, and ancillary staff. LEAs are responsible for defining and evaluating employees that fall within this category of school personnel.

- Multiple observations must be conducted for every teacher across the school year. Evidence from the pilot study and from other research indicates that reliable estimates of a teacher's performance depend on at least three observations. Each observation needs to be long enough to gather the information necessary to use the observation tool reliably and with fidelity, but does not need to be a full class period. At least one observation should be unscheduled.

- Qualified peer observers may observe teachers and provide observational data. A qualified peer observer must be selected by the administrator responsible for a teacher's evaluation. A qualified peer must be a teacher whose performance is rated professional for at least three years in a row and who has additional skills in supporting the development and improvement of practice. During the first three years of implementation of the system, during which time there will be no teachers who officially meet this three-year requirement, LEAs should use their discretion in identifying qualified peers. Qualified peer observers must also be formally trained by the vendor in the use of the observation tool.

- When possible, at least one of a teacher's multiple observations should be completed by someone who has expertise in the subject matter/grade level or the specialized responsibility of the teacher.

- Qualified peers may not be the only source for observation data. The administrator responsible for a teacher's evaluation must conduct at least one observation for a teacher's evaluation record and must use results of others' observations (if applicable) in making an overall appraisal of the teacher's practice.

- Observers (including qualified peers and administrators) should provide teachers with useful developmental feedback on their practice. Useful feedback is specific and framed in ways that provide a practical focus for development.

- LEAs may use other data that provide evidence about a teacher's practice (e.g., student surveys, parent surveys, portfolios), but for no more than 20% of the practice section.

- LEAs must decide how to aggregate a teacher's final observation rating from all observations. The state should provide guidance for schools using the state-selected observation tool, as well as data analyses that comply with that guidance.

- All teacher observation data collected with the state-selected tool shall be reported to the state for research purposes to support continuous improvement in the educator evaluation system.

INFRASTRUCTURE AND IMPLEMENTATION

Observations of teaching might seem simple to carry out. But effective observation is more than just watching teaching and providing comments. Observation that is fine-tuned to key aspects of practice and that is systematic and not opinionated or idiosyncratic requires well-designed checklists and guides, as well as high-quality training for observers. The reliability and validity of inferences drawn from these observations—and hence, their usefulness—depend on the rigor of both the tools and the process. Instruments must have been field-tested and their reliability analyzed. Observers must be properly trained. The processes for observing teachers must be specified so that they are transparent and fair.

Observation Guidelines

As noted, administrators and/or other designated observers must conduct multiple observations each year. Research makes it clear that one observation per year is not sufficient to make a reliable estimate of instructional quality. Too few observations may actually provide inaccurate information. Although there is no definitive answer to how many observations of what length are sufficient, researchers have consistently found that multiple observations lead to higher levels of reliability, and recommend that, when the data will be used for high-stakes evaluation, teachers must be observed during multiple lessons. In order to represent the teacher's practice, the MCEE recommends that observations be conducted at intervals of at least 30 days.

Administrators responsible for evaluations must decide who should evaluate teachers. Observers must be principals, assistant principals, "master teachers," curriculum directors, superintendents, or assistant superintendents. A qualified peer evaluator cannot be the only source for observation data. The administrator responsible for a teacher's evaluation must conduct at least one observation to contribute to a teacher's evaluation record and must be responsible for the final summative evaluation. Every individual who conducts an observation must be trained in using the protocol.

For observations to contribute to the continuous improvement of instruction, teachers must receive productive feedback oriented to the development of their practice. This feedback should be provided through conferences between the observer and the teacher and should reinforce specific strengths and highlight practices or skills that should be developed or improved. Providing targeted useful feedback also requires training; observers should receive professional training in analyzing instruction, providing developmental feedback, and being knowledgeable about relevant resources for teachers to use.

Other Methods of Evaluating Teachers' Practice

Observations are only one component of educator evaluation. Others include documents that support the observations, as well as other materials contributed by teachers, principals, students, or parents. Among the components used in other states are the following:

- Teacher self-assessments;
- Professional development activities;
- Educator growth plans (developed by teachers or administrators);
- Structured review of student work;
- Teacher artifacts using portfolio or evidence binder processes;
- Feedback from students, parents, and/or other teachers using structured survey tools; and
- Teacher self-reflection and progress on professional growth goals.

Although many of these components could be effective in highlighting strengths and areas for improvement in teacher practice, their use is not required. LEAs may use other local data that provide evidence about a teacher's practice, but for no more than 20% of the practice section. The state might play a role in disseminating information about the range of components that can be used and research on their promise and technical merit. The MCEE supports the use of multiple sources of evidence, but is also concerned about the burden this educator evaluation system will place on schools and LEAs, teachers and administrators. LEAs are urged to add components to the system only if the benefit of the additional information is appropriate given the additional cost and effort entailed by its inclusion.

Training and Professional Development

The documentation of teaching is only as good as the observer. One of the pilot study's most significant findings is the importance of training for observers on the evaluation tools. Observers need to be trained to observe carefully, attend rigorously to the key elements of instruction, to be thorough and accurate in their note taking and assessments, and responsible in the conclusions they draw from their observations. Evaluator training increases the reliability and validity of observation tools and enhances administrators'

ability to deliver fair, accurate, and usable feedback to teachers. Therefore, the council recommends that all designated observers undergo the tool vendor's recommended training protocol before conducting any observations. This training regime should be consistent with what is known from research about training requirements for evaluators. This research suggests that those conducting observations should be provided with training in the conceptual framework underlying the observation protocol, training in the meaning of scoring rubrics used in observation, training in the steps that should be taken to conduct an evaluation, practice in scoring the protocol under the supervision of an expert, and training in how to communicate evaluation results to teachers. The state shall make this training available annually for administrators new to an LEA, administrators new to the observation tool, or administrators that need additional support using the tool based on their own administrator evaluation. In addition, the state must make this training available annually for all qualified peer observers. Because there can be drift away from rigorous use of instruments, observers must be retrained every three years. This continued training helps to ensure that observers' use of the tool remains aligned with the tool vendor's standards. LEA personnel should also have access to online resources to support learning and professional development around these evaluation tools and protocols.

Weighting

Weighting is the process of assigning different values to portions of an evaluation to reflect their relative importance in determining overall performance. The MCEE recommends that 50% of a teacher's evaluation be based on the practice component beginning in the 2015–16 school year.

The MCEE recommends that at least 80% of the practice component come from classroom observational evaluation data using one of the four piloted tools. LEAs may use other local data that provide evidence about a teacher's practice (e.g., student surveys, parent surveys, portfolios) for no more than 20% of the practice section.

LEAs may choose to designate the entire practice component of a teacher's evaluation to observation data; or, an LEA may choose to incorporate other methods listed above to complement a teacher's observation data in order to arrive at a total practice rating.

Practice Ratings

In order for teachers to receive a complete evaluation that accounts for all observations over the course of the year, each LEA must establish a method for arriving at a final rating from the multiple observations (as well as any additional information chosen by an LEA) that is reasonably consistent across teachers and time. The MCEE recommends that LEAs be given the discretion to decide how these ratings are processed; however, the local policy must be consistent and publicly available for teachers, administrators, and the public to read.

Teacher Evaluation: Student Growth

One cornerstone of the new educator evaluation system is the use of student growth and assessment data as 50% of an educator's evaluation starting in the 2015–16 school year. "Student growth" refers to the change in students' knowledge and skills across time. The focus in educator evaluation is to try to estimate the changes that can be attributed to the instruction that students receive. One way to do this is to use changes in students' scores on two administrations of a particular assessment, but this does not by itself provide a fair estimate of how much of the change is due to the teaching. Another way to do this, when standardized tests are used to measure student learning, is to use statistical techniques called "value-added" models that are designed to try to isolate the contribution of instruction by controlling for other factors that might impact students' growth. Still another approach is to provide evidence of the students' progress toward a set of articulated learning goals.

During 2013–14 and 2014–15, during which time the new educator evaluation system is not yet fully implemented, the MCEE recommends that LEAs use student growth as a significant component of

teacher evaluations, but not for more than 50% of an individual teacher's evaluation. To prepare for full implementation in 2015–16, it may be advisable for LEAs to pilot the use of student growth and assessment data as 50% of an educator's evaluation during 2013–14 and 2014–15. PA 102 stipulates that the growth and assessment data used for these evaluations will be reliable and valid, measure both core academic subject areas and others, can be used for students across all achievement levels, complies with current laws concerning students with disabilities, and involves at least a pre- and a post-test.

"Student growth and assessment tools" and "value-added modeling" are not interchangeable concepts. Growth and assessment tools are tests that measure the achievement and growth of individual students, and when used on more than one occasion, can assess changes in students' achievement. Value-added models (VAMs) are statistical techniques that use data produced by growth and assessment tools to estimate the effects of teachers (and schools) on their students' achievement. In this report, we explain each in turn.

Although there is much interest in using both student growth and assessment tools and VAMs, considerable scientific concern exists about their instability and measurement error. To ensure care in estimating educators' contribution to student growth, multiple measures should be used to assess student growth. Thus, we recommend the use of a suite of student growth and assessment tools in ways that meet the spirit of the law while also acknowledging the limitations of current assessments and models for establishing an educator's "value-added." We also recommend that the state be vigilant in examining the use of these tools and in tracking their strengths and limitations. We begin with student growth and assessment data before moving to value-added modeling.

STUDENT GROWTH AND ASSESSMENT DATA

The use of student growth—a student's progress between two points in time—in educator evaluations constitutes a high-stakes use of assessment data. Although the concept might be intuitively appealing to many, it is important to understand several core technical issues.

First, there are multiple ways to measure growth. While giving students the same test at time A and time B might seem like the most sensible approach, it involves testing students on material they have never studied, which is educationally problematic. Another approach involves giving students a pre-test based on less complex and less difficult prerequisite knowledge and a post-test based on more complex knowledge and skills. Using well-tested psychometric procedures, experts can create approximately comparable scales for these two tests. Not all experts agree that this is the right approach, however. An alternative is to use statistical models to identify which students progressed more or less than others over the period from the pre-test to the post-test by examining achievement on the post-test controlling for achievement on the pre-test.

Second, assessments useful for measuring student growth can be provided in multiple ways:

- Full-service assessments, which are developed, administered, scored, and reported on centrally, using rigorous professional measurement practices.
- Model assessments, which are developed centrally, using rigorous professional measurement practices, but administered, scored, and reported on locally.
- Locally developed assessments, which are developed, administered, scored, and reported on locally.

Another way to evaluate student growth is through the adoption of student learning objectives (SLOs), or specific measurable academic goals that teachers and evaluators set for groups of students. Student learning objectives may be shared by a team of similar teachers across a state, LEA, or school. Several states and large LEAs currently use a specific approach to identifying student learning objectives to measure student learning in non-tested grades and subjects. In order for SLOs to yield useful information, they must be appropriately rigorous, cover a reasonably representative portion of the curriculum, and be accompanied by tools to measure students' progress toward goals. This requires training so that teachers

and administrators can create, implement, and assess student growth on SLOs in ways that ensure fair standards and high quality.

Given the current state of available assessments, requiring high-stakes use of assessment data obligates the state to provide the following high-quality tools at state expense:

- Assessments aligned to state-adopted content standards in all core content areas (i.e., English language arts, mathematics, science, and social studies);
- Assessments aligned to state-adopted content standards in high-volume non-core content areas where state-adopted content standards exist (e.g., arts, health and physical education, career and technical education, and many high school electives);
- Guidelines for minimally required evidence of appropriate quality for assessments provided by third parties;
- Guidelines for minimally required evidence of appropriate quality for locally developed assessments; and
- Guidelines for training on adequate rigor in the development and measurement of the achievement of SLOs.

Any state-provided assessments should produce results that are useful in educator evaluations in a timely fashion. Therefore, the state must:

- Provide growth data back to LEAs for individual students on full-service yearly assessments; and
- Provide growth data back to LEAs aggregated for individual educators.

Educator evaluation using student growth data is a field still under considerable development. Given this, it is crucial that Michigan educators are given some flexibility in the adoption of tools for measuring growth while also maintaining rigor. Therefore, the MCEE recommends that:

- As it relates to educator evaluation, the state should not mandate the adoption of additional assessments beyond those required by federal and current state statute;
- LEAs should be allowed to adopt additional assessments provided by the state or by third parties if they meet basic quality requirements;
- LEAs should be allowed to adopt locally developed assessments if they meet basic quality requirements; and
- In the event that the state revises or adopts new content standards in any content area, new assessments should not be used in evaluations for at least two years after the adoption of the new content standards to assure opportunity for new item development and educator professional development.

As we have noted, the MCEE is committed to creating a system of educator evaluation that is maximally educative for all. It is our obligation to focus educator and student attention on **learning**, and any and all assessments that are used should also provide information to teachers and administrators about areas of improvement. Thus, the MCEE recommends that any and all high-stakes assessments and growth tools that are used have the capacity to provide educators with useful information about student knowledge and performance that is more specific than a scaled score, including item-level information when technically or logistically possible, so that teachers and administrators can use the data to inform their ongoing work. This can include strand-level data (e.g., “number sense and operations” as a subset of mathematics), data segmented for particular learning groups (e.g., student growth data on students below grade-level, special populations, etc.), and test score histories for the students for whom the teacher has instructional responsibilities.

In addition, if there are changes in the state content standards, the state will need to develop new assessment items, pilot test those new items while also using the old items, and develop and offer professional development for educators in the changes in content standards and assessment. It typically

takes about two years before there are new assessment items and broad understanding among educators about the ensuing changes in standards and assessments of student learning and growth.

Growth and Assessment Tool Recommendations

Given this array of issues, the selection of appropriate growth and assessment tools, aligned with state standards for students' learning, is of critical importance. LEAs should use the tools provided by the state for the subjects and levels that are part of the state assessment system. In subjects and at levels for which no assessments are provided, LEAs must select appropriate tools or approaches to measure student growth.

The tables beginning on page 18 show the options from which LEAs will be able to choose, beginning in the 2014–15 school year. Represented are tools to measure student growth in all subject areas in grades K–2, 3–8, and 9–12.

The title of each table describes the grade band. The first column lists the subject area. The other columns show the different sources of assessments from which LEAs may choose to provide measures of student growth. These are separated into five sources.

The first column representing sources of assessments is for standardized assessments paid for by the state, required for all public school students. These assessments are typically administered only once per year. In this column, "A" or "a" indicates that the assessments provided by the state are fully aligned to the content standards adopted by the state. These represent assessments that are known to measure the content that students are supposed to learn and that educators are supposed to teach. An uppercase letter in this column represents assessments given throughout the full span of grades, with a lowercase letter representing assessments given only in select grades in the span. For instance, state-provided required assessments in science and social studies only have to be given once covering content required in grade spans 3–5 and 6–8. Additionally, students are only required to take the full high school assessment covering mathematics, reading, science, social studies, and writing once during high school, typically in grade 11. Even those assessments that are not provided throughout an entire grade span can be used as a post-test for a different assessment covering the same content area.

These required state-provided assessments may be either developed specifically to match state content standards, or developed independently by vendors and shown to match state content standards.[2] Verification of alignment to the state content standards will be made by the state using an independent contractor. It is not sufficient to use a vendor's claim as evidence that an assessment tool matches the state content standards. For these assessments, the state should be required to provide value-added measures back to LEAs, for each educator responsible for the education of individual students.

The next column representing sources of assessments is for standardized assessments paid for by the state, but adopted optionally by LEAs. In this column, an "A" indicates a full-service assessment known to align fully to the content standards adopted by the state, with the cost of development, scoring, and reporting being paid by the state. An M indicates a model assessment known to align fully to the content standards adopted by the state. These assessments are developed centrally by the state, but are administered, scored, and reported on locally. These assessments could also be administered annually or more often. These assessments are important in order to make possible:

- Comparability of growth measures across LEAs (to the extent that LEAs adopt them).
- Use of high-quality assessments developed using professional practices.
- Use of assessments known to measure the content students are supposed to learn and educators are supposed to teach.
- Relief for LEAs of the expense of developing their own assessments and/or adopting independent commercial assessments.

[2] Federal law requires states to use assessments that are aligned with the state content standards.

Again, these optional state-provided assessments may be either developed specifically to match state content standards, or developed independently by vendors and verified by the state to match state content standards. For optional assessments that are developed, administered, scored, and reported on centrally by the state, the state should be required to provide value-added measures back to LEAs that adopt the assessments, for each educator responsible for the education of individual students. LEAs should be allowed to determine whether to include those value-added measures in their local evaluation systems. The MCEE does not recommend that such assessments be provided by the state in the specific content areas and grade levels identified in the table. These are provided as illustrative content areas based on the Michigan Department of Education's (MDE's) current plans for development and/or adoption of assessments in service to educator evaluation. Assessments in this column (providing high-quality measures of growth in all core content areas) will require new ongoing appropriations in order to support educator evaluation adequately.

The next column indicates assessments provided independently by vendors. An "X" in this column indicates that it is known that such assessments exist for the specified content area, but their alignment to state-adopted standards is unknown. Finally, a question mark in this column indicates that we are unaware of vendors providing standardized assessments in these content areas, and that such assessments may or may not be developed in the future.

It is important that LEAs be able to adopt assessments outside the suite of assessments paid for by the state. However, because of the unknown alignment of vendor-provided assessments to the state standards, any LEA that adopts such an assessment should put into place policies that clearly lay out expectations concerning the content to be taught to students. That is, if an LEA expects educators to teach content above and beyond state content standards, those expectations need to be clearly articulated and explicit. Also, because of unknown alignment of vendor-provided assessments to official state standards, these assessments should not form the sole basis for measuring student growth for educator evaluations. Any LEA's adoption of vendor-provided assessments should require a demonstration of adequate reliability and validity of the assessments before using scores from those assessments in educator evaluations.

The next column indicates assessments developed and adopted locally at the ISD or LEA level. A checkmark in this column indicates that LEAs should be allowed to adopt such assessments in the specified content area. Locally developed assessments adopted for measuring student growth for use in educator evaluations should be developed specifically to align fully to the official state content standards where official state content standards exist. In addition, any LEA's adoption of locally developed assessments should require a demonstration of adequate reliability and validity of the assessments for inferences about student growth and teacher evaluation before using scores from those assessments in educator evaluations.

The last column indicates grades and content areas in which the use of student learning objectives (SLOs) that measure a sufficiently representative sample of the subject area should be allowed in measuring student growth for inclusion in educator evaluations. When SLOs are adopted as a measure of student growth by an LEA, adequate training in the development and implementation of SLOs should be provided.

ASSESSMENTS TO BE AVAILABLE IN 2014-2015

Key	
A	Assessments are fully aligned to the content standards adopted by the state, are developed, administered, scored, and reported on centrally by the state, and are given throughout the full span of grades.
a	Assessments are fully aligned to the content standards adopted by the state, are developed, administered, scored, and reported on centrally by the state, and are given only in select grades.
M	Assessments are fully aligned to the content standards adopted by the state, are developed centrally by the state, but are administered, scored, and reported on locally.
X	Assessments are developed by vendors but their alignment to the content standards adopted by the state is unknown.
?	We are unaware of vendors providing standardized assessments in these content areas, and such assessments may or may not be developed in the future.
✓	Districts should be allowed to adopt assessments or develop SLOs in the specified content area for measuring student growth. These should be developed specifically to align fully to the official state content standards where official state content standards exist.

Grades K–2: Subject Areas and Assessments

	Assessment Sources				
	State Standardized		Vendor	ISD/LEA	Local
Subject Area	Required	Optional	Standardized	Developed	SLOs
Mathematics		A	X	✓	✓
Reading		A	X	✓	✓
Science			X	✓	✓
Social Studies			X	✓	✓
Writing			X	✓	✓
Art		M	?	✓	✓
Music		M	?	✓	✓
Physical Education			?	✓	✓
Foreign Language			X	✓	✓
Other			?	✓	✓

Grades 3–8: Subject Areas and Assessments

	Assessment Sources				
	State Standardized		Vendor	ISD/LEA	Local
Subject Area	Required	Optional	Standardized	Developed	SLOs
Mathematics	A	A	X	✓	✓
Reading	A	A	X	✓	✓
Science	a	A	X	✓	✓
Social Studies	a	A	?	✓	✓
Writing	A	A	X	✓	✓
Art		M	?	✓	✓
Music		M	?	✓	✓
Physical Education			?	✓	✓
Foreign Language			?	✓	✓
Other			?	✓	✓

Grades 9–12: Subject Areas and Assessments

Subject Area	Assessment Sources				
	State Standardized		Vendor	ISD/LEA	Local
	Required	Optional	Standardized	Developed	SLOs
Mathematics	a		X	✓	✓
Algebra I		A	X	✓	✓
Algebra II		A	X	✓	✓
Geometry		A	X	✓	✓
Other math			X	✓	✓
Integrated math			?	✓	✓
English	a		X	✓	✓
English 9		A	X	✓	✓
English 10		A	X	✓	✓
English 11		A	X	✓	✓
English 12		A	X	✓	✓
Other English			?	✓	✓
Integrated English			?	✓	✓
Science	a		X	✓	✓
Biology		A	X	✓	✓
Physics		A	X	✓	✓
Chemistry		A	X	✓	✓
Other science			?	✓	✓
Integrated science			?	✓	✓
Social Studies	a		X	✓	✓
Civics		A	X	✓	✓
US History & Geography		A	X	✓	✓
World History & Geography		A	X	✓	✓
Economics		A	X	✓	✓
Other social studies			?	✓	✓
Integrated social studies			?	✓	✓
Arts			X	✓	✓
Visual arts		M	X	✓	✓
Performing arts		M	X	✓	✓
Applied arts		M	X	✓	✓
Other arts			?	✓	✓
Physical Education			?	✓	✓
Foreign Language			X	✓	✓
Other			?	✓	✓

To maintain quality and ensure a continuous improvement program of state assessments, the state should be given authority to:

- Monitor compliance with legislative requirements for measuring student growth; and
- Conduct an evaluation of the quality of locally adopted tools for measuring student growth to inform potential improvements in requirements over time.

The ongoing evaluation of the quality of all growth and assessment tools used in the state is crucial. Requiring the insertion of this level of assessment into schools, and using these assessments for high-

stakes decisions about educators' jobs, makes it imperative that the state be vigilant both about the quality of the tools being used and new developments in the field of growth and assessment tools more generally.

VALUE-ADDED MODELS

As mentioned above, value-added models (VAMs) are separate from growth and assessment tools. VAMs are statistical models that use data from growth and assessment tools to produce estimates of the "value added" by individual educators to student learning. VAMs attempt to isolate the effects of individual educators on the achievement or growth demonstrated by each educator's students by "leveling the playing field" for educators. This is done by controlling for factors over which educators have little to no influence. Some such factors include individual students' incoming achievement, race/ethnicity, socioeconomic status, gender, special education status, and English language learner status. Other factors over which individual educators have little to no control may be aggregate factors, such as the average incoming achievement of a teacher's classroom, the level of variability in incoming achievement in a principal's school, the average socioeconomic status of a teacher's classroom, or the proportion of English language learners in a principal's school. In addition, the statistical techniques used in VAMs are designed to minimize the risk of misclassifying teachers based on their students' test score gains, which is particularly important for those with small classes.

VAMs may be based on measures of student growth, but do not need to be. Measures of value added for an individual educator are based on the typical deviation of his or her students' achievement or growth from the achievement or growth those students were expected to demonstrate given previous achievement and/or other factors over which the educator has little to no influence.

There are many different approaches to measuring the "added value" of an individual teacher's impact on students' growth or achievement, but there is scholarly disagreement over the appropriateness of these various approaches. Some researchers are skeptical about VAMs in general because they question the validity of making causal claims about the impact of individual educators on student outcomes, especially given that students are not randomly assigned to teachers and schools. Others argue that VAMs should not be used for high-stakes decisions because of the significant measurement error inherent in them. Others assert that the use of VAMs is appropriate, but that in order to be fair to educators, it is necessary to control for all factors (for which there are data available) over which educators have little to no influence. Finally, others assert that the use of VAMs is appropriate, but that in order to be fair to students, VAMs should not control for demographics because doing so implicitly sets different expectations for student growth and/or achievement based on demographics, resulting in expectations that achievement gaps will persist and possibly become larger.

Given the scientific disagreement about VAMs, some policymakers may question their use in high-stakes educator evaluation. The MCEE recognizes the well-documented limitations of these models, and cautions against their overuse in educator evaluation. However, when comparing the use of VAM data to the alternative of district-developed data models of teaching effects, the MCEE believes that VAMs provide more reliable evidence. The MCEE's review of student data practices in Michigan and other states revealed that VAMs include many more statistical controls than what the vast majority of LEAs are able to build on their own, use more reliable assessment data, and involve more deliberate efforts to control for data quality issues that may bias the data. VAMs, while far from perfect, represent a better and fairer alternative to other means of ascribing test scores to educators.

VAMs should only be based on assessment data that provide information that support valid and reliable inferences about students' growth. In subject areas for which there are no VAM data available, educators should be evaluated based on alternate measures of student growth and achievement.

Multiple VAM measures will be available for some educators because: (1) VAMs are typically run one content area at a time while some educators teach more than one content area; and (2) VAMs are typically calculated separately for each section for which an educator is responsible and some educators

teach more than one section. The method for combining multiple VAM measures for a single educator should be left to local discretion.

The state should provide VAM scores for individual educators on all state-mandated assessments and all optional assessments offered by the state.

KEY VALUE-ADDED RECOMMENDATIONS

- For teachers in core content areas in grades for which there are growth data available from state-mandated assessments (currently reading and mathematics in grades 4–8, but likely to change over time), at least half of the teacher's student growth component should be based on state-provided value-added estimates.

- For teachers of other subject areas, LEAs should have the discretion to adopt state-provided VAM or growth data.

- When possible, state-provided VAM or growth data should be based on three-year averages to reflect persistent teacher effects.

- State-provided VAM or growth data in core content areas may be used in a teacher's evaluation for that teacher's students, even if the teacher does not teach in one of the core content areas. This means that teachers may be evaluated, in part, for the learning of their own students, even in subject areas that they do not directly teach. This may be done as long as the teacher knows that he or she is expected to be contributing to students' growth in core content areas and there is a reasonable connection of the core content to the teacher's actual teaching assignment. For example, a high school history teacher's evaluation may include her students' growth in English language arts because she is responsible for helping her students develop as readers and writers within her content area.

- In order to promote collective work on instruction within school buildings, school-level VAMs may be used for individual teachers' evaluations if there is a reasonable connection of the core content to the teacher's actual teaching assignment. This means that teachers may be evaluated, in part, for the learning of students whom they do not directly teach. However, school-level VAMs may not comprise more than 10% of the individual teacher's student growth component.

- In content area assignments for which there is no state-provided VAM or growth data available, teachers should be evaluated based on alternate measures of student growth that meet the guidelines for rigorous and appropriate assessment of student growth.

- There are complications in calculating VAM that will need to be addressed in designing models to estimate the effects of individual educators on student learning. These include:
  - Determining a method to appropriately apportion responsibility for a specific student's data to multiple educators in situations where more than one educator is responsible for the education of that student in a single content area, such as in team teaching.
  - Determining whether and how to control for multiple student and class, school, or LEA characteristics.
  - The legislative requirement that an educator be able to appeal to have any specific student removed from his/her VAM score.

  These complications make it necessary to make adjustments to state data systems to capture fine-grained attendance data for individual students, proportional responsibility by student for educators, and a roster review and appeal mechanism with approval by supervising administrators. Because the data linking students to individual educators will now be used in a high-stakes manner, it is imperative that individual educators be able to review those data links for accuracy, and to appeal inaccurate links, approvable by the educators' supervising administrator. Sufficient appropriations should be made to support the enhancement of state data systems to provide for these functions.

- State-produced VAMs should provide mechanisms that allow for exclusion of students whose total attendance is less than 90% of the school year. Total attendance should be calculated based on the total number of school days a student misses and not on his or her attendance in the specific class from which the teacher's VAM is derived. Students' assessment data may also be excluded based on an educator's appeal and supervisor's approval to have any specific student removed from his or her VAM score.

- In addition, because VAM is a separate concept (and activity) from measurement of student growth and achievement, a separate vendor will need to be procured to carry out the VAM work. Given the limitations of value-added models, it is especially important that the vendor make every effort to mitigate those limitations. This contractor should be required to:

  - Contract with the state to carry out all VAM activities.
  - Receive data from the state in a specified format.
  - Develop, in collaboration with relevant stakeholders, the requirements for building and estimating VAMs, while considering the conflicting opinions about the appropriateness of including demographics in the VAMs, and reporting VAM results back to educators. This should include:
    - Requiring VAM estimates to be reported with standard errors;
    - Requiring the decision rules for using the estimates to reflect those standard errors; and
    - Publishing regular analyses to demonstrate how many teachers' VAM estimates vary year by year.

    Or:
    - Requiring estimates to be based on a minimum number of student data points; and
    - Requiring estimates to be based on a minimum number of separate classrooms (to make it possible to separate teacher effects from classroom effects).
  - Develop, in collaboration with the state, the requirements for feeding data back to state systems, developing the VAM reporting portal in a manner compatible with state requirements, and providing secure access to individual educators' VAM reports through state systems.
  - Provide a clear explanation of the VAM method used that is understandable to the general public.

Combining and Implementing the Practice and Student Growth Components

The MCEE recognizes both the complexity and importance of considering how data produced from observational and student growth tools are combined into a final evaluation rating. The MCEE has reviewed the approach for combining evaluation data used in states such as New York, Ohio, Tennessee, North Carolina, and Colorado.

In some systems, states provide weights to various components of a teacher evaluation system and use a formula to generate a final combined score. The primary advantages to this approach are its flexibility in the number of inputs included (many measures can easily be integrated: teacher observation data, student growth data, parent satisfaction data, etc.) and its flexibility in weightings (the system can easily apply different weights to each component, depending on priorities). This approach has two primary disadvantages. First, it has the potential to communicate a false degree of precision given the error commonly found in teacher observation data, student growth data, and value-added data. Second, this approach also assumes that each component is placed on comparable scales before combining them. Placing diverse data elements like value-added estimates and teacher observation data on a common scale has complications that limit the utility of this approach.

In other systems, teacher observation data and student growth data are both independently mapped to standards of performance. The MCEE favors this approach for three primary reasons. First, this approach has the potential to help manage imprecision inherent in student growth scores and observation data by classifying both into general ranges. Second, the means of combining scores is clear and transparent. Mapping data from the categories of performance to teaching effectiveness ratings makes it clear to those being evaluated, doing evaluations, or using evaluation data how the effectiveness ratings are created. Third, this system allows adequate control when input data such as student growth scores or observational data are unusually high or low. For example, if evidence from a teacher's observations is strong, but data show weak student growth, what should be that teacher's evaluation rating? These systems for combining scores allow for specific decision logic for these situations, and those decisions will not bias ratings created from more typical outcomes.

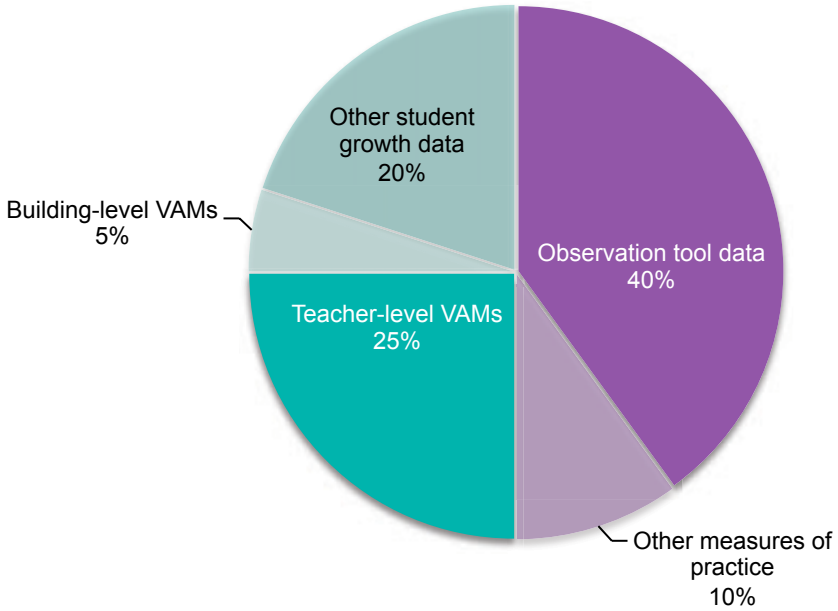
KEY RECOMMENDATIONS FOR COMBINING SCORES

- During the first two years of the teacher evaluation system (i.e., 2015–16 and 2016–17), LEAs will produce teachers' ratings based on qualitative combinations of the categories. Results of teachers' observations will be ordered in terms of skill and proficiency, and VAM or growth scores will also be ordered according to the impact on students' learning. In this interim approach, the categories will represent an ordering in terms of overall quality, but the differences do not have the properties of numerical scales. One possible example of a set of evaluation rankings produced by considering both the quality of the teacher's practice and student growth is shown below:

		Practice		
		Professional	Provisional	Ineffective
Student growth	Meets expectations	Professional	Professional	Provisional
	Does not fully meet expectations	Professional	Provisional	Ineffective
	Below expectations	Provisional	Ineffective	Ineffective

- During the first two years of the new system, a standard-setting process should be conducted based on data from the teacher evaluation system so that, in the longer term, it will become possible to produce profiles of teachers' performance based on specific aspects of instructional quality and student progress. In this way, teachers' actual instructional proficiency will become the basis for their evaluation and feedback, rather than simplistic numerical scores.

One example representation of the proportional relationship of the types of data that can contribute to a teacher's overall rating beginning with full implementation in 2015–16 is on the following page. This example applies to teachers in core content areas in grades for which there are growth data available from state-mandated assessments and assumes the minimum use of teacher-level VAMs (50% of the student growth section; 25% of the overall evaluation), the maximum use of building-level VAMs (10% of the student growth section; 5% of the overall evaluation), and the maximum use of other measures of practice (20% of the practice section; 10% of the overall evaluation).



Administrator Evaluation Recommendations

OVERVIEW

Administrators play a central role in high quality instruction. They support teachers, provide feedback, and enable and enhance professional learning communities. They manage resources, work with parents, and play a critical role in communicating between the school and the community. As with teacher evaluations, the MCEE also recognizes the importance of having fair, transparent, and feasible administrator evaluation tools.

BACKGROUND

The MCEE began its work on potential tools and processes for the administrator evaluation by forming a subgroup of council members who reviewed:

- National Board Standards for Accomplished Principals;
- Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders;
- Michigan School Code provisions and the language of the new legislation;
- National Association of Secondary School Principals (NASSP) and National Association of Elementary School Principals (NAESP) Principal Evaluation;
- Research and research syntheses on administrator evaluation;
- Sample tools used by other states; and
- Sample systems developed by Vanderbilt, Marzano Research Laboratories, Kim Marshall, Mid-continent Research for Education and Learning (McREL), and Dr. Douglas Reeves (The Leadership and Learning Center).

The MCEE also asked the Advisory Council to review materials and make independent recommendations based on their review. Using criteria that were developed by the Advisory Council with advice from the authors of the ADvance materials (Reeves and McNeil), the Advisory Council recommended Marzano, School ADvance, and New Leaders for New Schools.

The MCEE engaged the Survey Research Operations Group of the Survey Research Center at the Institute of Social Research to conduct ten focus groups across the State of Michigan. The purpose of the focus groups was to gather qualitative data regarding five administrator evaluation tools selected by the MCEE. Participants in the focus groups were superintendents or individuals in other roles with responsibility for evaluating school principals. The five tools reviewed were:

- The Marzano School Leadership Evaluation Model;
- MASA's School ADvance Administrator Evaluation Instrument;
- Reeves Leadership Performance Rubric;
- Illinois State Model for Principal Evaluation; and
- Indiana (RISE) Principal Effectiveness Rubric.

See Appendix F for links to all of these tools and systems and Appendix G for the full report from the Survey Research Operations Group at ISR.

KEY RECOMMENDATIONS

- ❖ LEAs must choose from one of two administrator evaluation tools:
  - MASA's School ADvance Administrator Evaluation Instrument; or
  - Reeves Leadership Performance Rubric

- ❖ One of these tools will be selected to be the state tool. The state-selected tool will be chosen after a competitive RFP process. The state will provide sufficient base funding per administrator to support LEAs' use of the state-selected tool with full fidelity. The state will also provide the technical support and training for the state-selected tool.

- ❖ LEAs may choose to use the other tool instead. An LEA that chooses to use the non-state-selected tool must pay for any expenses above the base funding supplied by the state.

- ❖ Like teachers, administrators must be evaluated on both their practice and student growth measures.

- ❖ According to the law, administrators (e.g., principals, assistant principals, curriculum coordinators, superintendents, assistant superintendents, career and technical education managers, special education directors) must be evaluated by at least the following evidence for each school (or LEA, for superintendents or central office personnel):

  - Proficiency of skill in evaluating teachers;
  - Progress made in the school improvement plan;
  - Attendance rates; and
  - Student, parent, and teacher feedback.

  Additionally, LEAs may choose to incorporate other pieces of evidence that demonstrate an administrator's professional effectiveness and growth. Some examples may include, but are not limited to, professional contributions, peer input, and training/professional development.

- ❖ The school board must evaluate superintendents.

- ❖ The state should provide hosting and data analysis services for the state-selected tool for all Michigan LEAs that adopt that tool.

Key Steps in the Process

In order to provide administrators with the type of formative feedback that teachers receive when they are observed and have opportunities to discuss their observations, the MCEE recommends the following:

- Administrators and their supervisors should meet each year before October 1. As part of this planning, school principals and their supervisors will establish an agreement about how information on (1) the proficiency of skill in evaluating teachers; (2) progress made in the school improvement plan; (3) attendance rates; and (4) student, parent, and teacher feedback will be presented during the year so that that information can inform the summative decision at the end of the year. Other administrators will discuss how comparable information will inform the process.

- By February 1 of each year, administrators and their supervisors should have a mid-year evaluation conference in which supervisors will provide administrators with verbal and written feedback (including relevant information on teacher evaluations, student and parent feedback, attendance rates, and school improvement work), including clear information on any areas of concern that should be addressed by June.

- At the end of the school year, supervisors and administrators will have a summative evaluation meeting. Supervisors will provide administrators with both verbal and written feedback, and provide the administrator's final evaluation rating using both the selected rubric and the information provided on teacher evaluations, school improvement progress, attendance, and student, teacher, and parent feedback.

- Administrators' performance will be rated using the same three categories as teachers: professional, provisional, and ineffective:

  - **Professional:** An administrator rated **professional** has exhibited the knowledge and capabilities expected of a skillful leader. We expect that administrators who are extraordinary—as well as administrators who are competent—would fall into this category. We also assume that even highly skilled practice can be improved. Because the purpose of educator evaluation is improvement, and because all educational practice benefits from ongoing refinement, a rating of "professional" should always be accompanied by specific feedback for development. An administrator rated as professional for three straight years may pursue opportunities for advanced roles or leadership. In addition, an administrator rated as professional for three straight years may be evaluated on an every other year basis in subsequent years and receive two-year goals for enhancement.

  - **Provisional:** An administrator rated **provisional** has exhibited some professional knowledge and skill, but has specific substantial identified weaknesses that should be addressed through feedback and targeted professional development. We expect that this category might include two groups of administrators: beginning administrators who have yet to develop the level of skill necessary for professional practice and experienced administrators who struggle with mastering professional knowledge and skills. This rating is intended to be a serious signal that the administrator's practice requires significant improvement in specific areas and the rating should be accompanied by clear feedback about areas that need focused attention. An administrator rated as provisional for three straight years should be counseled out of his or her current role.

  - **Ineffective:** An administrator rated **ineffective** has exhibited performance that has specific critical identified weaknesses. The administrator should be placed on urgent notice that significant improvement must be achieved in the specific areas of underperformance within two years. An administrator who receives an ineffective rating for two years in a row should be terminated from further employment as an administrator in his or her current LEA.

- LEAs will develop a system to manage challenges to an administrator's evaluation.

Calculating Ratings

Administrators will receive ratings of professional, provisional, or ineffective. The legislation stipulates that administrator evaluations use two subcomponents: one for practice and one for student growth. According to PA 102, the practice and student growth subcomponents of an administrator's evaluation will each make up 50% of an administrator's evaluation starting in the 2015–16 school year. During 2013–14 and 2014–15, during which time the new educator evaluation system is not yet fully implemented, the MCEE recommends that LEAs may use student growth as a significant component of administrator evaluations, but not for more than 50% of an individual administrator's evaluation. To prepare for full implementation in 2015–16, it may be advisable for LEAs to pilot the use of student growth and assessment data as 50% of an administrator's evaluation during 2013–14 and 2014–15.

The practice rating will be determined at the summative, end of year meeting, using the LEA's chosen rubric. Assessments within the rubric will be informed by the supervisor's use of the range of evidence.

Student growth data for administrators can be drawn from several sources of evidence. At least half the student growth portion of each administrator's evaluation must come from a building-level VAM scores where available (currently in reading and mathematics in grades 4–8, but likely to change over time). Both reading and math VAM scores must be weighted equally to make up the final building VAM score.

The other portion of the student growth component will be determined at an LEA level. Other examples of student growth data that could be included in this portion of the student growth component are, but should not be limited to:

- Student learning objectives;
- Graduation rates;
- Local common assessment performance;
- State-provided assessments in other content areas;
- Vendor-provided assessments in any content area;
- Locally developed assessments in any content area;
- Pass/fail rates; and
- Percentage of students on track to graduate.

As with measures of growth for teachers, any vendor-provided or locally developed assessments should be adopted for administrator evaluation only after the same safeguards are in place as required for growth measures to be used for teacher evaluation. LEAs must post the policy about what information will be used for an administrator's evaluation and how the sources of evidence will be weighted for all teachers, administrators, and the public to view. As with teacher evaluations, administrator evaluations will only be as good as the training that supervisors receive. Any administrator or school board member who conducts administrator evaluations must be properly trained; retraining will be required every three years, as research accumulates concerning the effectiveness of these evaluation systems and school policies change. It will be the responsibility of the state to determine training protocols for the two selected administrative rubrics.

As with teachers' evaluations, final judgments will be determined by combining student growth scores with practice scores. LEAs will report the summative decision concerning an administrator's assessment to the state.

Administrators will receive their evaluation ratings based on evaluation tool data, available evidence, and other local measures before the end of June. Most likely, state-run VAM estimates will not be released until August, and administrators will receive their full evaluation ratings when those data are available. If decisions about personnel need to be made before the VAM data are ready, then supervisors will use as much evaluation data as is available. We return to these issues in our discussion of the infrastructure necessary to support the new educator evaluation system.

Professional Teaching Certificate

OVERVIEW

Currently, Michigan teachers initially receive provisional certification for the first five years of their career, with an opportunity to renew the provisional certification for three additional five-year terms if necessary. This initial license to teach is labeled "provisional certification." The next level of certification is called "professional." Current legislation requires that teachers complete 6 credit hours or 180 hours of professional development to move from the provisional to professional certification. Current legislation is silent on linking teacher evaluation to the granting of the first professional certification.

KEY RECOMMENDATIONS

- The MCEE believes that it is essential for the state to begin linking professional certification to evidence of effective teaching. Therefore, the MCEE recommends that teachers wishing to move from a provisional to a professional certificate must also receive a professional rating on their annual evaluation for three successive years immediately prior to applying for professional certification. Teachers who do not demonstrate three successive years of professional ratings can apply for the renewal of their provisional certification until they either:

  - Achieve three successive years of professional ratings immediately prior to applying for their professional certification; or they
  - Have three non-successive years of professional ratings but have the recommendation of their current principal.

- The MCEE also recognizes that building a high quality teacher workforce entails supporting and acknowledging advanced certification for teachers who have steadily demonstrated highly skillful teaching and/or have taken on significant leadership roles as model teachers, mentors for new teachers, or leaders of professional development. Some of these new roles are implicated in the state's educator evaluation system, as experienced teachers will be a critical component in helping new teachers develop the professional knowledge and skill necessary to achieve a professional rating. Here too the MCEE recommends that only those teachers who consistently receive professional ratings should be eligible to receive advanced certification. However, taking on new roles—mentor, model, guide, or leader—also requires the development of additional knowledge and skill. High teaching evaluations should not be understood to qualify an educator for other kinds of work, including teaching or leading adults.

LEA Waiver Processes and Principles

OVERVIEW

Although the MCEE is committed to creating a quality system of educator evaluation, the council realizes that some LEAs have used time and resources to develop their own evaluation systems. LEAs that are able to demonstrate the effectiveness of their local evaluation tools and policies are welcome to apply for a waiver from the state system.

KEY RECOMMENDATIONS

- In order to receive a waiver from using the state recommended process, entities requesting a waiver must demonstrate that their processes and systems will have the same level of quality and rigor as those adopted in LEAs following the state requirements. Thus the materials required for the waiver must include the following:

  - A thorough description of a well-articulated evaluation process for teachers, administrators, and other certified staff. For teachers, this will include specifications for the frequency and length of observations that ensure multiple observations and a description of all other performance indicators that educators will submit.

  - Rubrics that allow for detailed descriptions at each level of performance for each indicator (e.g., demonstrating knowledge of content and pedagogy, designing assessments of student learning, managing student behavior, engaging students in learning, communicating with caregivers). An effective rubric will provide meaningful descriptions—not just a number rating—ensuring that teachers and administrators receive detailed, actionable feedback from their evaluators. This includes clear expectations for classroom practice and administrator behavior.

  - A plan and process for giving feedback, including remediation plans.

  - A process for training evaluators on all aspects of the evaluation system, including each piece of the observation tool for teachers, other performance indicators, and the evaluation systems for teachers and other staff as a whole.

  - A process for tracking, managing, and/or importing all data and documentation collected for the evaluations, including observation data for teachers, other information/data, and student growth data.

  - A process for determining summative ratings for all relevant measures (including observation data for teachers and performance indicators for other certified staff), which will then be combined with student growth data as per state requirements.

  - A plan to offer additional direct support to new and struggling teachers or staff (e.g., additional observations, coaching, mentoring).

  - A system for monitoring the fairness, consistency, and objectivity of the system within and across local schools, including specific metrics to be used. For example, LEAs should consider how the distribution of ratings compares with teacher observation ratings and student growth data.

- If an LEA submits an adapted form of a commercial evaluation system, the LEA must demonstrate how the adaptations do not threaten the validity of the inferences based on the use of the instrument.

- If an LEA is using an evaluation system that does not have documentation about its validity and reliability, the LEA must submit a plan for how it will gather relevant data on the system's technical soundness. LEAs will receive probationary approval for their waiver, contingent on providing evidence of their system's reliability and validity within three years. (See Appendix H for details about validity and reliability.)

- LEAs that are denied a waiver can reapply the following year. The committee that will review applications will do so annually with one deadline for requests.

- An LEA may request a waiver for either the administrator evaluation system, the teacher evaluation system, or both.

- To put this process in place, the state will need to create a dedicated office for coordination of the waiver process, including:

  - Developing materials (application materials, FAQs, scoring rubrics for plans, model materials).
  - Maintaining a website with materials.
  - Establishing a clear timeline for material submissions that allows reasonable time for review and any necessary response or revisions from LEAs.
  - Communication and capacity building with LEAs and other relevant entities.
  - Record keeping of submitted plans and decisions.
  - Written feedback in each area.
  - Coordinating the review and approval of waiver requests (including clearing probationary cases when reliability and validity evidence is provided).
  - Potentially supplying support or technical assistance to LEAs.
  - Authority to approve and deny waivers, based on rigorous, consistent review of LEA-provided documentation.

Developing, Implementing, and Revising the Evaluation System

BUILDING A LASTING INFRASTRUCTURE

Clearly, creating an educator evaluation system will require developing the relevant policies and processes and creating or adopting relevant instruments to be used. But this system will also require building capacity—both statewide and centrally—to understand, implement, and monitor the system, as well as infrastructure to house data, review materials, produce reports, and conduct program evaluation. In order to carry out these important functions, adequate staffing and resources will be required at both the state and local levels. In Appendix I, we include two sample organizational charts to illustrate how staffing and resources could be structured to meet the extensive demands that this new educator evaluation system will create. Regardless of how it is structured, a framework for monitoring and improving the system should be built in from the start. In order to ensure this, the MCEE recommends the following:

- The state should be made responsible for monitoring compliance with the law and evaluating the quality of local implementation of the law.

- The state should be provided with adequate resources to monitor (on a random sampling basis) compliance with the law, conduct a rigorous study of the quality of local implementation, and conduct a study of the consequences of the implementation of the statewide system of educator evaluation. This should include a complete audit of the system three years after full implementation. The audit should examine whether the system improves teaching and learning in the state and effectively supports ongoing educator learning and development. The audit should engage key stakeholders, including teachers, administrators, and parents.

- A standing committee should be established as a successor to the MCEE. The role of this standing committee should be to:

  - Receive reports from the state regarding compliance with the requirements for educator evaluation, the quality of local implementation, and the consequences of the implementation of educator evaluation.
  - Receive feedback from stakeholders and advocacy groups regarding the statewide evaluation system, the waiver process, and any other related issues.

- Convene on a regular basis to review the feedback and reports and to make recommendations regarding changes to the requirements for educator evaluation. This should include assessing student growth recommendations and their consequences after one year, reviewing the results of the full system audit after three years, and making recommendations for adjustments to the system as warranted by these reviews.

❖ The state should gather data on the technical quality of the administrator evaluation tools. Even more so than with the teacher observation tools, there exists little to no empirical evidence about the reliability and validity of the administrator tools and evaluation systems that currently exist. The state will need to be vigilant in collecting and analyzing data to track the qualities of the tools and processes recommended here. As the research base accumulates, it will also be important to revisit these recommendations and recommend improved tools and processes when supported by evidence.

❖ A committee should be appointed to study and make recommendations about how to create and build a clear vision of the policies and practices that would be needed for advanced certification to be of benefit to Michigan's schools. Fully developing well-informed recommendations for professional certification was beyond the scope of what the MCEE could accomplish in its brief tenure.

MULTIPLE FUNCTIONS

Here we list and describe the breadth of functions that this capacity-building and infrastructure will need to address.

Information: Statewide, educators and the public will need information about the educator evaluation system. With any large-scale change, there are heightened information needs. Parents and the public will need to understand the system and its implications both for their children and for the state's schools. Teachers and school leaders will need information about the law, the policies in place to implement the law, and their rights and responsibilities. School boards will need information about the system as well, and their responsibilities and/or role in overseeing the processes and learning from the system as it unfolds. Evaluators (principals, as well as others) will need information about training and available resources. Researchers will need information about the state policies, where data are located and how they are shared, and how the system is managed and monitored. Relevant issues here include the creation and upkeep of an educator evaluation system website and the development of materials for informational purposes only, as well as the ongoing development and posting of FAQs for the various relevant users: school board members, teachers, principals, other leaders, superintendents, legislators, and the public.

Observation tools/instruments and their ongoing revision and development: The educator evaluation system will depend on the standardized use of instruments for documentation and evaluation of educators. Some instruments will need to be regularly purchased; some will need to be developed. These instruments will need to be stored and available to LEAs and educators statewide. This also includes training manuals for teachers and evaluators, training manuals for the evaluation of leaders, written instructions about how to follow the policies, training modules for teachers, leaders, and administrators, etc. Part of the question about what will need to be developed depends on what instruments are bought from vendors and what the state and LEAs get as part of contracting with specific vendors. As the educator evaluation system unfolds, new instruments and tools will need to be created to meet needs, and other instruments will need to be adapted and revised.

Student growth assessments and their ongoing revision and development: In order to expand and further standardize the use of student growth measures and VAMs in educator evaluations, the state must continue to invest in the development of assessments that are aligned to state-adopted content standards in all core content areas (i.e., English language arts, mathematics, science, and social studies) and in high-volume non-core content areas where state-adopted content standards exist (e.g., arts, health and physical education, career and technical education, and many high school electives).

Coordination: The educator evaluation system will be necessarily linked to several other statewide systems, most notably the student testing system and any and all data systems related to the educator workforce. Student testing will have to be scheduled in ways that enable using data for teacher effects as well. There will have to be regular articulation and communication with the Michigan Department of Education and the Center for Educational Performance and Information, as well as with the vendors of all instruments that are used, LEAs, the State Board of Education, the Governor's Office and the legislature, state professional educator associations, and teacher unions.

Platforms: Administrators and teachers will need support in managing the information that needs to be entered and maintained for the system. Many states have developed platforms that are used by both teachers and administrators. These platforms include dashboards for administrators that contain comprehensive caseload management tools that provide direct access to all required components of each associated educator's evaluation record; educator dashboards include links to all required evaluation activities with a task list displaying real time completion status. The platforms also allow administrators and teachers to enter information about SLOs, upload relevant artifacts, and enter ratings on evaluation rubrics. The platforms also can combine observation ratings to determine overall teacher ratings and changes in SLOs, as well as allowing users to explore and analyze trends in any data element or elements captured as reportable fields and to compile and track completion of evaluation components (or full evaluations) for individual users or selected groups. (NOTE: Several states have developed platforms that allow for different LEAs to be using different protocols and tools.)

Data storage: The educator evaluation system will put considerable pressure on both the state and LEAs in terms of data storage. Teachers will be observed multiple times. Additional data will be collected through the year-long evaluation process. Records will need to be kept of discussions between principals/evaluators and educators. Data submitted by school leaders will need to be stored. Final ratings based on this information will need to be calculated and stored, and then combined with ratings from student data. Some of these data might be stored at the LEA level, but the state will need to have some "cut" of the information, and both LEAs and the state will need to keep longitudinal records of teachers and schools.

Data analyses: While the portal created by the state for users like administrators and educators will be able to do school-relevant analyses, the state will need to link those data to student test scores. The state will also need to be able to conduct additional analyses to determine statewide trends and to examine how well the system is functioning. Some analyses might be conducted to examine the effects of the educator evaluation system on student learning or to look at the association of teacher preparation or professional development programs with the results of the educator evaluation system. Current state data systems will need to be modified to capture student attendance data, assign proportional responsibility to teachers for their students based on their instructional contact with the students and the nature of their classrooms (e.g., intact, team teaching, special education), and assign subject responsibility. New data systems will need to be developed to allow the storage and analysis of teacher observation data, student growth and VAM data, and administrator evaluation data.

Training: Putting the educator evaluation system in place will require statewide capacity building. Educators need to understand the law, and how the policies enacted meet the letter of the law. They will need to understand their rights and responsibilities, and how to interact with and use all relevant educator evaluation system tools and instruments. Disciplined use of the instruments is required to maintain reliability and validity and to ensure equitable and professionally responsible treatment of all participants. Retraining will also be needed, as experience has shown that there is a degradation of reliable tool use by evaluators over time. Some training might be offered through vendors, and other training will need to be done by the state. Some other states have developed web-based training modules that can be completed by large numbers of users at times convenient to them. Other states have had regional training sessions offered. Some examples of the types of expertise that educators must develop include:

- Using observation tools and protocols;
- Using locally developed measures of student growth;

- Understanding state provided VAM data; and
- Developing and using student learning objectives.

Technical support: Questions of all sorts will inevitably arise. These might involve issues of procedure and policy, or technical problems with particular instruments, or questions about SLOs or VAMs. Some questions might best be answered by the relevant vendors, but questions from the field are usually "bundled," including technical issues and policy/procedure issues and personnel issues. FAQs can be developed and distributed/posted as part of the "information" function, but ongoing questions will need to be answered in a timely fashion by knowledgeable experts who might be diffusely spread; this, too, will require coordination.

VAMs: Considerable work within the existing system will need to be done to tie student assessments to educator evaluation. This will include coordinating with the student assessment offices, aligning policies for testing students with timing that will allow for judgments concerning specific teachers, checking rosters of which students were in which teachers' classes and how long, handling the grade levels and content domains that are not tested, and coordinating with LEA-level decisions. Here especially, responsibility will be shared across areas and it will be crucial to have people in place that can coordinate efforts, work in responsive ways needed for such interdependent work, and nimbly face the challenges that will arise.

Controlling the quality of assessment administration: As has already been seen in several states, high-stakes use of assessments can provide incentives for inappropriate behavior in the preparation for and administration of assessments. The MCEE recommends that the state develop a model security policy delineating appropriate and inappropriate activities in preparing for and administering state-provided assessments. Likewise, LEAs should adopt a similar policy for any and all assessments that enter into educator evaluations. In addition:

- The state should develop a clear policy for voiding results on state-provided assessments in the event of violations of security.
- The state should be granted authority to monitor security compliance on state-provided assessments.
- The state should be granted authority to monitor local compliance with local security policies.
- LEAs should be provided flexibility in determining individual consequences for violations of security.

Approving waivers, monitoring implementation, and compliance: Some authority will need to receive, review, and approve/disapprove waivers for educator evaluations, as well as to follow up on annual work in LEAs that receive waivers. As with all mandated accountability systems, there will also need to be staff monitoring compliance, which might include random audits of particular LEAs to assess compliance. Any school/LEA out of compliance or struggling with strong implementation will need support.

Managing low quality: As a consequence of these systems, some educators will be identified as weak; others—having been provided opportunities to improve—will be dismissed. LEAs will bear the burden of identifying these teachers and administrators and putting explicit improvement plans in place with hard deadlines for change. The state will need to ensure that LEAs act on identified weaknesses, and that ineffective educators are dismissed in a timely and just fashion.

Complaints and challenges: Educators who wish to object to their rating or to raise complaints about the integrity of the process in their schools/LEAs will need a process by which complaints are registered, heard, and adjudicated. The MCEE recommends that this be a two-stage process, where challenges are first made at the LEA level. If the objection is not satisfactorily resolved, then an educator may take the complaint to the state level. The state will need a process for reviewing and settling such challenges.

And, finally, while these functions are described at the state level, there will be capacity and infrastructure implications at school and LEA levels as well that need to be addressed. That is, there will need to be

LEA expertise in handling the data, communication, articulation, and policy demands implicated in a statewide educator evaluation system. Though some of that expertise can be developed in training around instruments, a great deal of it will need to be developed as the system is implemented. LEA expertise will be especially dependent on strong communication and information support from the state.

KEY JURISDICTION RECOMMENDATIONS

Given the sprawling nature of the interconnections—student testing and teacher/administrator issues have not historically been located in the same offices—it is unlikely that all of these functions will be done by one office. While there is no single right answer to the question of how this system should look, the MCEE does recommend a set of design principles that should be used in expanding the state system to accommodate these new demands. It is imperative that the infrastructure be attended to carefully, as the success of putting a rigorous educator evaluation system into place depends on building an infrastructure that can enable and sustain it.

- Setting up and supporting this system will take considerable resources. The state will need to set aside both start-up and long-term funds to support the human and material resources necessary.

- It is essential that a user-friendly interface be developed for interactions with LEAs, educators, and the public. The learning demands of putting this system in place are high, and successful implementation will require knowledgeable, responsive staff with high quality and clear information.

- It is essential that the infrastructure, staffing, and resources are developed to encourage improvement, not compliance. This means keeping forms clear and short, for example, and focusing evaluations on a small set of instruments that produce the most crucial and trustworthy information. Lengthy paperwork put on the shoulders of educators will not improve practice. Streamlined tools that enable strong feedback and support are necessary.

- The expertise to put this system in place is also considerable. It is essential that various functions listed above are done with and where people have the most relevant expertise.

- The infrastructure necessary to support educator evaluation systems will transcend single departments in state offices. This means that very strong “connective tissue” will need to be built across units. It is imperative to develop clear lines of authority and responsibility, to have policies and practices that encourage regular communication, and to hire staff that are talented in proactive and positive team building and collaboration. The public face of this system must be user friendly, change oriented, able to speak to multiple stakeholders, and responsive and focused on positive change in the name of student learning.

- There will be a great deal learned in the first five years of establishing this system. This might mean that the infrastructure evolves over time. It is essential that the state collect relevant information and data to keep track of what we learn. Some of these data will contribute to changes in tools; some will contribute to research on the technical merits of instruments and the system more generally; some will inform us about how best to educate the public, to train evaluators, to support teachers and administrators who need improvement, and to work with teacher preparation, induction, and professional development programs to support learning aligned with this system.

An important part of the new educator evaluation system will be establishing a standing committee to succeed the MCEE that will oversee, first, the substantial start up that this will involve, and, later, the quality of the system and ensure that, as new research and technology is available for rigorous teacher and administrator evaluation, the state policies and practices are changed. This new standing committee will also act as a mediator to resolve issues that arise across units as they learn to coordinate these new activities and functions and can also be the mechanism to maintain the ongoing relationship with the executive branch.

Appendix A: Council Members' Biographies

Deborah Loewenberg Ball is the William H. Payne Collegiate Professor in education at the University of Michigan, and an Arthur F. Thurnau Professor. She currently serves as dean of the School of Education and as director of a new organization called TeachingWorks. She taught elementary school for more than 15 years, and continues to teach mathematics to elementary students every summer. Ball's research focuses on the practice of mathematics instruction, and on the improvement of teacher training and development. She is an expert on teacher education, with a particular interest in how professional training and experience combine to equip beginning teachers with the skills and knowledge needed for responsible practice. Ball has served on several national and international commissions and panels focused on policy initiatives and the improvement of education, including the National Mathematics Advisory Panel and the National Science Board.

Jennifer Hammond is the principal of Grand Blanc High School. She previously served as a teacher and administrator at schools in Troy, Hamtramck, and also in Houston, Texas. Hammond earned a bachelor's degree and certificate in secondary teaching from Michigan State University, a master's degree in mathematics education from Wayne State University, an educational specialist degree in school administration from Oakland University, and a doctorate of philosophy in educational leadership from Oakland University.

Joseph Martineau is the deputy superintendent for accountability services in the Michigan Department of Education. He has served in the Michigan Department of Education as a psychometrician, manager of large-scale assessment programs, and director of state testing and accountability. He also serves as a member of the board of the National Council on Measurement in Education, and on the executive committee of the Smarter Balanced Assessment Consortium. Martineau earned a bachelor's degree in linguistics and a master's degree in instructional design from Brigham Young University and a doctorate in measurement and quantitative methods from Michigan State University. Martineau serves on the council as a non-voting member as the designee of the state superintendent of public instruction.

Mark Reckase is a professor in the measurement and quantitative methods program within the Counseling, Educational Psychology, and Special Education Department of the College of Education at Michigan State University. He worked for 17 years at ACT Inc., a college admission testing company and was a faculty member at the University of Missouri-Columbia. Reckase also served as the vice president of the American Educational Research Association and the president of the National Council of Measurement in Education. He earned a bachelor's degree in psychology from the University of Illinois, and a master's degree and doctorate in psychology from Syracuse University.

Nicholas Sheltrown is director of measurement, research, and accountability at National Heritage Academies in Grand Rapids. He manages the measurement and research initiatives for a network of 71 charter schools with over 40,000 students. Sheltrown previously served as director of research and measurement at Grand Valley State University, the technology director at Byron Center Public Schools, and vice president of professional development at ST Concepts Inc. in Byron Center. He earned a bachelor's degree in mathematics from Cornerstone University, and a master's degree in curriculum and teaching and a doctorate from Michigan State University.

David Vensel is the principal of Jefferson High School in Monroe. He previously served as a teacher and assistant high school principal at Airport High School in Carleton. He earned a bachelor's degree in sociology from Eastern Michigan University and master's degree in American history and secondary education from the University of Toledo.

Appendix B: Annotated Agendas

Governor's Council on Educator Effectiveness
Wednesday, December 7, 2011 • 2:00 – 5:00 p.m.
Lansing, Michigan
CLOSED SESSION: George W. Romney Building • 111 S. Capitol Ave.

AGENDA

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

2:00 – 2:30 Welcome, introductions, and preview of charge
Council members introduce themselves and share brief details about the expertise they bring to the work of the Governor's Council.
Deborah Loewenberg Ball previews the work of the coming months.

Notes: The word "tool" does not necessarily mean that we will suggest one tool, but that we will develop principles that guide the legislature. The GCEE is contributing to the infrastructure for training, development, and evaluation of teachers. A checklist is not sufficient to measure effectiveness. The GCEE agrees that it is very important to build consensus around this work.

2:30 – 3:00 Framing: The challenges of teacher evaluation
What are the greatest challenges in developing principles for a teacher evaluation system?

Notes: The legislation makes this a political charge. Perhaps the council can encourage less partisan features of the legislation.

3:00 – 3:20 Review council curriculum and procedures and finalize meeting schedule

3:20 – 3:30 Move to Capitol Building

PUBLIC SESSION: Capitol Building • 100 N. Capitol Ave. • Rooms 402 and 403

3:30 – 3:40 Review of charge and introduction of council members
Deborah Loewenberg Ball reads the official charge of the Governor's Council.
Council members introduce themselves to invited speakers and guests.

3:40 – 4:40 Prepared remarks from invited speakers
Representatives from key groups who have a stake in the work of the council make brief prepared statements. They include:

- Phil Pavlov, Senator, 25th District; Chair, Senate Education Committee
- Paul Scott, former Representative, 51st District
- Debbie Squires, Associate Director, Michigan Elementary and Middle School Principals Association
- James N. Goenner, President & CEO, National Charter Schools Institute
- Dan Quisenberry, President, Michigan Association of Public School Academies
- Brad Biladeau, Associate Executive for Government Relations, Michigan Association of School Administrators
- Jim Ballard, Executive Director, Michigan Association of Secondary School Principals (or alternate)
- Amber Arellano, Executive Director, The Education Trust-Midwest

- Chad Aldis, State Director, StudentsFirst
- Dan Varner, CEO, Excellent Schools Detroit
- Louise Somalski, Legislative Coordinator, AFT Michigan
- Art Przybylowicz, Associate Executive Director and General Counsel, Michigan Education Association

Notes: Speakers suggested creating a fair, transparent, valid, and reliable system. Empower principals to become instructional leaders, and use evaluation as a development tool. Study what other states have implemented and learn from them.

4:40 – 5:00 **Public remarks**
Open the floor for brief remarks from others in attendance.

Next meeting **Wednesday, December 14, 2011**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, January 11, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:20 Opening to meeting and updates
Changes in GCEE structure; funding; consultants; communication protocols

2:20 – 3:20 Purposes of evaluations
Why is it important for states and/or school districts to develop evaluation systems for their educators and administrators? What are the key purposes for such evaluations? What professional standards (technical, legal, and ethical) should guide the use of evaluations?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance: "Measuring What Matters" (December 2010/January 2011 issue of *Kappan*) and "Evaluating Teacher Effectiveness: Where do we go from here?" (National Comprehensive Center for Teacher Quality's May 2011 presentation to Learning First Alliance)

Notes: The key purpose of evaluation systems is to improve teaching and learning. The council should outline the things that need to be in place in order to implement evaluations validly. Start with standards, and use these to select a tool.

3:20 – 3:45 Review of the legislation
The GCEE was established as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). What does the legislation require the GCEE to include in its recommendations? What does a close reading of PA 102 and the bill analysis teach us about the intent of the legislation?

Discussion led by Deborah Loewenberg Ball

To review in advance: PA 102 and analysis of the legislation

Notes: Start with the definition of effective teachers and tailor this definition for different instruments. Find out what domains are being measured in other states.

3:45 – 4:45 Other states' efforts
A number of states have already developed evaluation systems. What is typically assessed by these systems? Do any states provide a model for us to follow as we develop our recommendations?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance: National Comprehensive Center for Teacher Quality's comparison of teacher evaluation policies for Rhode Island, New York, and North Carolina (To compare other states, visit http://resource.tqsource.org/stateevaldb/)

Notes: North Carolina is a high capacity state with partnerships with research universities. We will need to determine Michigan's capacity. Rhode Island is a good model and clearly lays out its methodology. Rhode Island uses three tools for observations. New York has five observation tools that districts can use.

4:45 – 5:00 **Our charge**

The GCEE is charged with identifying recommendations for all of the following:

1) A student growth and assessment tool.
2) A state evaluation tool for teachers.
3) A state evaluation tool for school administrators.
4) Recommended changes to be made in the requirements for a professional teaching certificate.
5) A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

What will count as a recommendation? What principles should guide our work?

Discussion led by Deborah Loewenberg Ball

Notes: The GCEE needs to make sure there is empirical evidence that the instrument is valid. This poses a challenge with both choosing and building our own.

Next meeting **Wednesday, January 18, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)
Focus: Key types of teacher evaluation tools and/or systems

Governor's Council on Educator Effectiveness
Wednesday, January 18, 2012 • 2:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:40 Walkthrough tool used at Monroe Public Schools

Presentation by Julie Everly, assistant superintendent for elementary education, and **Ryan McLeod**, assistant superintendent for secondary education, Monroe Public Schools

Notes: Monroe Public Schools has an iPad walkthrough tool for observations. Tools prompt district level "look fors" and allow others to be added at the school level. MPS will be drafting a rubric based walk-through tool next in order to get away from the yes/no model. The district asks principals to do ten walk-throughs each week. This model allows immediate feedback for teachers.

2:40 – 3:15 Two rubrics: Danielson and Marshall
Compare and contrast the two rubrics. Where are the overlaps? What's missing? How do they align with the chart Brian presented at the January 11 meeting?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance (IN DROPBOX):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Kim Marshall's Teacher Evaluation Rubrics (revised September 4, 2010)

Notes: Marshall doesn't use evidence, only judgment. Danielson has a statement of standards and is well developed and elaborated. According to the MET study, observation tools should define expectations for teachers, ensure observer accuracy, ensure reliability of results, and determine alignment of outcomes. Ensuring accuracy of observers is a huge challenge, but MET recommends that observers be trained and certified.

3:15 – 4:00 Three models: North Carolina, Rhode Island, and Washington, D.C.:
Compare and contrast the three models. Where are the overlaps? What's missing? How well do they address some of the concerns placed in the "parking lot" at the January 11 meeting (e.g., reliability of data, transparency of process, validity of instrument, application to untested grades and subjects)?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance (IN DROPBOX):

- North Carolina Teacher Evaluation Process

- The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011-2012)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 1: General Education Teachers with Individual Value-Added Student Achievement Data)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 2: General Education Teachers without Individual Value-Added Student Achievement Data)

Notes: Washington, D.C. model is concrete and describes behaviors and examples in depth. North Carolina looks like National Board and focuses on teachers as leaders. Rhode Island seems oriented toward developing over time and learning.

Next meeting **Wednesday, February 8, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, February 8, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 3:10 Big issues
What big issues or questions need to be addressed before we can make any recommendations about principles or tools for evaluation? We have already begun building a "parking lot" for these that includes things like access to data, transparency, and validating evaluation instruments. What other big categories do we need to consider? What fundamental questions concern you most about this work?

Notes: Council members' questions include: How do we deal with the differences in context, level, and subject matter? Are we developing our own tool, or are we looking for a tool or approach that is already developed? To whom do our recommendations apply? How do we communicate with the legislature, teacher organizations, and others? Regarding the student growth tool, what is the metric? Some next steps are to create a vision statement, continue to look into what other states have done, and continue to research existing tools.

3:10 – 3:40 Guiding principles
At our first meeting, I said that any recommendation that we make needs to be valid, fair, useful, and feasible. Are there other principles that should guide our work?

3:40 – 4:10 Learning from experts
What two or three things are you most needing to learn about from consultants or each other to do this work responsibly? Do you have suggestions for experts we could bring in to guide some of that learning?

4:10 – 5:00 Advisory Committee
What role do you envision for the soon-to-be-appointed advisory committee of teachers, administrators, and parents?

Notes: The Advisory Committee can identify the concerns and expectations that they have; this could give the GCEE insight into what others are worrying about and hoping for. The Advisory Committee could develop a plan to learn about what a subset of districts is doing now, and use that to inform a list of components that they believe should be included in an evaluation system. The GCEE needs to learn how best to work with the Advisory Committee.

Next meeting **Monday, February 13, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Thursday, February 13, 2012 • 2:00 p.m. – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 **Opening to meeting and updates**

2:10 – 5:00 **VAM team and observation tool teams conduct small group work**

Governor's Council on Educator Effectiveness
Thursday, February 16, 2012 • 9:00 a.m. – 12:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members Present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**

9:10 – 9:20 **Timeline for deliverables and resulting political tensions**
Discuss concerns we have heard from some legislators regarding a revised timeline that allows us to complete our work by the end of the calendar year. Consider strategies for addressing concerns.

Notes: The council decided that the timeline for deliverables needs to be extended in order to make responsible recommendations. Deborah could make this proposal at her March 1 meeting.

9:20 – 9:45 **Communication strategies and guidelines**
Review and comment on vision statement drafted by Jenny and Dave.
Discuss key talking points, protocols for media requests and other official communications on behalf of the council, meetings with key stakeholder groups, etc.

To review in advance (in Dropbox): Draft vision statement

9:45 – 10:00 **Timing of statewide student tests**
Discuss the benefits and drawbacks of administering statewide tests (e.g., MEAP, ACT, MME) in the spring

Notes: MEAP will move online and to the spring in 2014-15. The state could provide some funding to do benchmark/periodic assessments in non-tested grades and subjects. MCEE will continue to consider assessment timelines and their alignment with evaluation recommendations.

10:00 – 11:15 **Work in small groups**

11:15 – 12:00 **Presentation by David Hecker, president, Education Alliance of Michigan**

Notes: Districts will need a lot of support to use valid and reliable assessments in all content areas. The council must have a mobility standard; many classrooms, especially in urban districts, change composition over the course of the year. The GCEE should consider using peer reviews, portfolios, and self-assessments.

Next meeting **Tuesday, February 21, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)
Note: Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation, will be presenting the Frank B. Womer Lecture at the School of Education from 12:00 to 1:30 p.m. Governor's Council members are invited to attend.

Governor's Council on Educator Effectiveness
Tuesday, February 21, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

12:00 – 1:30 Daniel F. McCaffrey presents the 2012 Frank B. Womer Lecture in Measurement and Assessment

Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation will present his talk, "Can Paying Teachers for Performance Improve Student Achievement? Results from Three Random Assignment Evaluations." All GCEE members are invited. His talk will take place in the Prechter Laboratory (room 2202) in the School of Education. A light lunch will be served.

For more information, see:
http://soe.umich.edu/news_events/events/detail/womer_lecture_daniel_mccaffrey/)

NOTE: Dan McCaffrey will join us for the GCEE meeting after his talk and answer questions we have about value-added modeling and other student growth models. Nick and Joseph prepared some questions in advance, which are included on this agenda. Please feel free to bring your own questions to the meeting.

2:00 – 2:10 Opening to meeting and updates

Proposal to hire GCEE project manager

2:10 – 3:10 Introduction to value-added modeling (VAM)

- What technically qualifies a model to be value-added? What minimum characteristics must a model have to be considered a value-added model?
- What is the simplest value-added model that could be used responsibly in educator evaluation?
- What factors should we consider when selecting a value-added model?
- What potential benefits does VAM present to a teacher evaluation system?
- What are the potential pitfalls?

To review in advance (in Dropbox): Daniel Koretz's 2008 *American Educator* article, "A Measured Approach"

Notes: There is no universal definition of VAM, but there are components that everyone agrees are a part of VAM (e.g. this year's scores regressed against last year's and the year's before with a consideration for demographics). Dan suggests: regress the current year score on some set of prior year scores, account for error in prior scores, add aggregated scores at classroom level to control for peers.

3:10 – 4:10 Using VAM to evaluate and improve instruction

- How would you suggest value-added data be incorporated in a teacher evaluation system?
- What advice would you give practicing educators who must incorporate VAM in an overall evaluation?
- How would you recommend using VAM to provide feedback to teachers to help them improve instruction?

- Most VAMs compare teachers against the average teacher effect, but how do you know if the average teacher is effective?
- How much does choice in what VAM model you select influence things like teacher ranking and evaluation?
- What do you think about the role of "growth toward a standard" models?

4:10 – 5:00 **VAM data integrity and reliability**

- What is a simple design that doesn't require additional data collection to test the effect of a VAM-based system in the state (e.g., interrupted time series design)?
- What are the biggest data quality issues that you have encountered that compromise VAM?
- In the 2003 report, *Evaluating Value-Added Models for Teacher Accountability*, you wrote, "The research base is currently insufficient to support the use of VAM for high-stakes decisions." Is this still true in your opinion?

Notes: The GCEE should focus on error where stakes are the highest. Some other factors to consider include putting in peer effects, accounting for students with multiple teachers, precision, and statistical bias.

Next meeting **Monday, February 27, 2012, 2:00 – 5:00 p.m.**
Grand Valley State University, Eberhard Building, room 215
301 Fulton St. W, Grand Rapids, MI
(see http://www.gvsu.edu/meetatgvsu/eberhard-parking-directions-and-map-12.htm for a map and parking information)

Governor's Council on Educator Effectiveness
Monday, February 27, 2012 • 9:00 a.m. – 12:00 p.m.
Grand Valley State University • Eberhard Building, room 215 • 301 Fulton St. W • Grand Rapids

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and welcome remarks**

9:10 – 9:40 **Use of teaching evaluations and student achievement scores to improve instruction**

Presentation by Tom Livezey, superintendent, and **Jason Kennedy**, principal, Oakridge Public Schools, Muskegon, MI

9:40 – 10:30 **Observation tools and other modes for measuring the effectiveness of instruction**

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

Notes: Suzanne Wilson guided the group in a discussion of observation tools. Council members developed a list of questions for observation tool developers. Answers to these will assist the GCEE in determining which tools might best fit Michigan districts and schools.

10:30 – 11:30 **Student growth and assessment tools**

Discussion led by Deborah Loewenberg Ball, chair, Governor's Council on Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: Review Dan McCaffrey's talk.

11:30 – 12:00 **Public comment session**

Notes: Suggestions from public attendees included looking at student growth percentile model as an interim student growth option, examining the state's professional development opportunities, using multiple observers and student/parent surveys.

Next meeting **Thursday, March 1, 2012**
9:00 a.m. – 12:00 p.m.
Lansing, MI (exact location to be determined soon)

Governor's Council on Educator Effectiveness
Thursday, March 1, 2012 • 9:00 a.m. – 12:00 p.m.
Capitol Building, room 424 • 100 North Capitol Avenue • Lansing, Michigan

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**
Debriefing Monday's meeting in Grand Rapids
Updates

9:10 – 9:40 **Systematized evaluation: National Heritage Academies**

Presentation by Max Hunsicker, senior director of coaching and learning at National Heritage Academies

Notes: According to Mr. Hunsicker, National Heritage Academies' evaluation is intentional, supportive, and measured. The goal of this system is to have high-quality teachers in every classroom. The system focuses on components of teaching that have the greatest impact on student achievement. This system is built around meaningful dialogue and professional development.

9:40 – 10:10 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators

10:10 – 11:00 **Outstanding questions and next steps**
Review questions surfaced at Monday's meeting
Determine assignments and next steps

To review in advance: Grids of questions about observation tools and student growth models (in Dropbox in folders "Observation tool questions" and "Student growth questions"

Notes: Council members reviewed this question grid and determined assignments for future work. The primary focus for upcoming weeks will be on observation tools.

11:00 – 12:00 **Student growth and value-added models**
Review notes from conversation with Dan McCaffrey
Begin building framework for building recommendations for feasible and useful student growth assessments

Next meeting **Wednesday, March 7, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, March 7, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 **Opening to meeting and updates**
Debriefing last week's meetings in Grand Rapids and Lansing
Updates

2:10 – 2:40 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators
Next steps

2:40 – 3:00 **Michigan assessment timeline through 2015-16**
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies)

3:00 – 4:00 **Washington perspective**
In 2007, the Center for Educational Leadership (CEL) at University of Washington College of Education released its instructional framework, the 5 Dimensions of Teaching and Learning (5D). According to CEL's website (www.k-12leadership.org):

We will have a Skype conversation with **Steve Fink**, executive director at CEL, **Sandy Austin**, project director at CEL, and **Edie Holcomb**, program facilitator at Washington's Teacher & Principal Evaluation Pilot (TPEP).

To review in advance: Materials from University of Washington (in Dropbox folder "University of Washington")

Notes: Washington is using three instructional frameworks, but 5D reflects the overall scope of Danielson and Marzano. In Washington, these frameworks will be used with all instructional personnel. Each of the providers (Danielson, Marzano, and 5D) will provide training. The instrument is not as important as the training to use the framework well. These presenters believe that observers do not judge a classroom, but watch and catalogue.

4:00 – 5:00 **Work in small groups**

Next meeting **Friday, March 16, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Friday, March 16, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown

AGENDA

2:00 – 2:10 **Opening to meeting and updates**
Introduce Cori Mehan
Updates

2:10 – 2:30 **Michigan assessment timeline through 2015-16**
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies")

Notes: Council members studied the testing timeline and asked Joseph questions about implementation and feasibility. It was noted that this timeline will help council members as they make future recommendations regarding student growth.

2:30 – 3:00 **Review of Michigan's current data availability and challenges**

Nick Sheltrown and **Joseph Martineau** will present and lead a discussion

Notes: Nick and Joseph explained roster checking, which would allow for districts to match students more accurately with teachers and glean a more accurate measurement for each teacher's percentage of instructional responsibility. The council discussed the difficulty of applying such a tool to PE and art teachers, but decided to consider roster verification tools as they continue to make recommendations.

3:00 – 4:00 **"Teaching capacity" growth model**

Mark Reckase and **Joseph Martineau** will present an alternative growth model that they are developing to measure "teaching capacity"

Notes: Mark and Joseph presented their growth model and answered questions. They explained that this model would allow districts to consider and account for students' backgrounds and other external factors when evaluating student growth. Each student would receive a challenge index. One outstanding concern was that this model might favor teachers working with disadvantaged student populations.

4:00 – 5:00 **Colorado perspective**
Colorado's State Council for Educator Effectiveness submitted its report and recommendations to the State Board of Education on April 13, 2011. We will have a Skype conversation with **Lorrie Shepard**, member of the council and dean at the University of Colorado at Boulder's School of Education. She will offer information about their council's efforts, the process they used to arrive at their recommendations, and key lessons learned.

To review in advance: Attached summary of Colorado's State Council for Educator Effectiveness Report and Recommendations (Full report is in Dropbox folder "Sample reports of Ed Evaluation Committees")

Notes: Lorrie Shepard explained the educator evaluation process in Colorado, including their timeline, matrix approach, pilot, and choosing an observation tool.

Next meeting **Wednesday, March 28, 2012**
10:00 a.m. – 1:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, March 28, 2012 • 10:00 a.m. – 1:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown (via telephone), Dave Vensel (via telephone)

AGENDA

10:00 – 10:45 Opening to meeting and updates
Executive Order changing our name; Plans for open meeting in Detroit on April 2; Discussion of ways to engage the Advisory Council before the April 30 deadline; Summer meeting dates

Notes: The governor signed an executive order that changed the council's name to the Michigan Council for Educator Effectiveness. Our logo must be changed, as well as other documents. The Detroit meeting will take place at the Skillman Foundation. Cori will send out directions and parking information. The MCEE will ask the Advisory Council for their input on key challenges.

10:45 – 11:00 Vision statement approval
To review in advance (In Dropbox folder "Vision statements"): Vision statement revisions document

Notes: Council members edited and approved the vision statement, which will guide the council's future work and recommendations.

11:00 – 11:30 Combined performance measures
Nick Sheltrown will review how five states combine their performance measures.

Notes: Nick provided information on combining performance data. In the discussion afterward, the council generally preferred the rubric approach, not the formula approach. The council also agreed on the need to be able to indicate the probability that a teacher will fall into any given box in the rubric. For future thinking, could this approach set Michigan apart from other states?

11:30 – 1:00 Review of observation tool conversations and findings
Jenny Hammond, **Dave Vensel**, and **Suzanne Wilson** will review the observation protocols and frameworks that they have examined and discuss findings, thoughts, and questions.

To review in advance:

- Memo concerning observation protocols and related materials/processes (to be emailed later on March 27)
- Charlotte Danielson's Framework for Teaching (In Dropbox folder "Meeting agendas and materials")
- Robert J. Marzano's An Observational Protocol Based on "The Art and Science of Teaching" (In Dropbox folder "Meeting agendas and materials")
- University of Washington's 5D+ Teacher Evaluation Rubric (In Dropbox folder "Meeting agendas and materials")

Note: If you received a binder that contains these observation tools, please bring it with you to the meeting.

Notes: Jenny, Dave, and Suzanne met with representatives from observation tool organizations to learn more about the specifics of each tool. Council members discussed observation tool ideas, concerns, and questions regarding feasibility, reliability, validity, cost, and other aspects of each system.

Next meeting **Monday, April 2, 2012**
12:00 – 3:00 p.m.
The Skillman Foundation (100 Talon Centre Dr., Suite 100, Detroit)

Michigan Council for Educator Effectiveness
Monday, April 2, 2012 • 12:00 p.m. – 3:00 p.m.
The Skillman Foundation • Grantees' Room • 100 Talon Centre Dr., Suite 100 • Detroit

Council members present: Deborah Ball, Dave Vensel

AGENDA

12:00 – 12:15 Opening to meeting and welcome remarks

12:15 – 1:00 Updates on the MCEE's work

Discussion led by Deborah Loewenberg Ball, chair, Michigan Council for Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: The MCEE has looked at particular observation frames and protocols like Danielson. Council members have looked at other states in order to learn what systems exist. The council is working to develop a system that is fair, transparent, and feasible, and will contribute to educational improvement.

1:00 – 1:30 Learning about the Washington's evaluation pilot

We will have a phone conversation with **Michaela Miller**, Washington's teacher–principal evaluation project manager, to discuss Washington's pilot program. Michaela will discuss timeline, training, cost, feedback from educators, and other lessons learned regarding Washington's educator evaluation pilot.

Notes: Washington has plans to phase in their system; there are nine school districts in the pilot this year and there will be 65 school districts in 2012-2013. Washington was able to train all teachers in pilot schools on the observation tools, but it was expensive. Michaela suggests that the MCEE focus on connecting teachers and principals in pilot districts, use frameworks that already exist, work with teachers to set goals, and listen to feedback from teachers.

1:30 – 2:00 Piloting evaluation systems

- What are the benefits of a pilot year?
- What systems or policies need to be in place for a pilot to be effective?
- How might districts apply to be a part of a pilot year?

Discussion led by Cori Mehan, project manager for the Michigan Council for Educator Effectiveness.

Notes: After examining other states, Cori shared some findings. Selecting varying sizes of pilot districts can help to understand more potential challenges. The cohort of pilot districts should be relatively small so that the state can analyze the evaluation systems' effectiveness in each school. In many cases, student growth measures are not piloted in the first year.

2:00 – 3:00 **Public comment session**

Notes: Create more transparency with the public. Avoid "gotcha" checklist evaluation. Evaluation system needs to be about professional growth. Pilots are important for buy-in; pilots also help to ensure that a system works before asking more districts to take part.

Next meeting **Monday, April 12, 2012**
8:00 – 11:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 12, 2012 • 8:00 – 11:00 a.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Nick Sheltrown, Dave Vensel

AGENDA

8:00 – 8:10 **Opening to meeting and updates**

8:10 – 8:20 **Overview of the April 2 meeting in Detroit**

Notes: During the Detroit meeting, the council heard from Michaela Miller, who explained the pilot process in Detroit. She answered questions about piloting districts, feedback from educators, and the lessons they learned. Then, the council heard from public attendees including teachers, district leaders, and members of advocacy groups.

8:20 – 10:45 **Plans and considerations for the interim progress report**
What does the Council want to include in the upcoming report? What recommendations can we make? What can we say regarding the recommendations we are not yet prepared to make? What should be our messaging strategy around this report?

Discussion led by Deborah Loewenberg Ball

Notes: The council agreed that the upcoming interim progress report should describe the council's work, and should include consultants, agendas, and lessons that the council has learned. Sections of the report will include process, observation tool, student growth, timeline, and pilot recommendations. Council members agreed to work on sections of the report, and the draft will be available to view before the next meeting.

10:45 – 11:00 **Sharing Social Security Numbers with Jessica Menold**
Jessica Menold, finance specialist in the Executive Office of Governor Snyder, is working to reimburse council members for mileage and other expenditures. She needs each council member's social security number, and will be speaking with us via telephone to procure these.

Next meeting **Thursday, April 19, 2012**
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 19, 2012 • 1:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 2:00 Danielson Framework and Teachscape presentation

Charlotte Danielson is the creator of the Danielson Framework and has served as a consultant to hundreds of districts, universities, intermediate agencies, state departments of education, and national ministries and departments of education. She will be speaking with us about her observation framework and the policies and practices that support its implementation.

Also visiting is **Mark Atkinson**, the founder and CEO of Teachscape, an organization that "combines software tools for classroom observation and evaluation, online learning content based on authentic teaching practice, and professional services for support in structuring professional development and implementing school turnaround." Mr. Atkinson has worked closely with Ms. Danielson to develop an online training, practice, and assessment system for observers to ensure that they can make accurate and consistent judgments based on evidence.

To review in advance (In Dropbox):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Questions for Charlotte Danielson

Notes: Ms. Danielson and Mr. Atkinson answered questions regarding the training, cost, and overall implementation for the Framework for Teaching. Mr. Atkinson briefly showed portions of the online training portal. He will give council members access to this portal so that they can review its features and sessions.

2:00 – 4:00 Reading, editing, and continuing to write the interim progress report

Discussion led by Deborah Loewenberg Ball

Notes: The council read and reviewed the interim progress report draft, and Chair Ball made notes throughout the document. Council members agreed to work on specific sections of the report, which will be reviewed over the next week before Thursday's meeting. The council agreed to submit the interim report next Friday, April 27.

Next meeting **Thursday, April 26, 2012**
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 26, 2012 • 1:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 1:30 Music teacher evaluations: Findings and recommendations

Presentation by Rick Catherman, Michigan Music Teacher Evaluation Committee chairperson, Chelsea High School director of bands, and National Board certified teacher.

To review in advance (In Dropbox): Memo from Michigan music associations (in Agendas and materials labeled Teacher Evaluation Joint Statement).

Notes: Mr. Catherman shared with council members the Michigan Music Association's recommendations for evaluating music teachers and other teachers of non-tested grades and subjects. One important consideration that Mr. Catherman noted was that music teachers should be evaluated on their ability to coordinate student musicians to play together. Unlike in other many subjects, the outcome measured has to be one of the entire group.

1:30 – 4:00 Reading, editing, and finalizing the interim progress report

Discussion led by Deborah Loewenberg Ball

Notes: The council read and reviewed the interim progress report draft. Council members made some changes, and council members were given specific writing assignments. The council plans to vote on a final draft via email tomorrow.

Next meeting **Thursday, May 10, 2012**
9:00 a.m. – 12:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, May 10, 2012 • 9:00 a.m. – 12:00 p.m.
University of Michigan
Fleming Administration Building • 503 Thompson Street, Room 5075 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**

9:10 – 9:20 **Feedback from the Interim Progress Report submission**

Notes: Council members share that feedback from the Interim Progress Report was overwhelmingly positive.

9:20 – 9:40 **Review conversations with Charlotte Danielson and Rick Catherman**

9:40 – 10:00 **Next steps**
Given the timeline we proposed in the interim progress report, how should we organize our time and thinking over the next few weeks and months? What, specifically, do we need to learn more about? What organizations or consultants do we need to hear from in council meetings?

Discussion led by Deborah Loewenberg Ball

Notes: Many next steps will depend on the pilot study. Other next steps include subgroup meetings to address non-tested grades and subjects, student growth, and waiver policies and processes.

10:00 – 10:30 **Plans and considerations for the 2012-2013 pilot**

Discussion led by Deborah Loewenberg Ball

Notes: There is much to plan in preparation for the pilot study. One of the biggest issues is resolving how data will be organized and who will host the data systems. The council needs to consider the pilot design, the application process, training on tools, and funding. This is the work that ISR does, but they would need additional staffing and technical systems.

10:30 – 11:30 **Work in small groups**

11:30 – 12:00 **Reimbursement paperwork**
Cori will be providing instructions and materials for council members' travel reimbursement.

Next meeting **Thursday, May 24, 2012**
12:30 – 3:30 p.m.
Grand Rapids (location TBA)

Michigan Council for Educator Effectiveness
Thursday, May 24, 2012 • 12:30 p.m. – 3:30 p.m.
Kent ISD Building
Cedar Room • 2930 Knapp Street NE • Grand Rapids

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

12:30 – 12:45 **Opening to meeting and welcome remarks**

12:45 – 1:15 **Debrief Thoughtful Classroom visit in Durand, MI**

Discussion led by Jennifer Hammond, principal of Grand Blanc High School in Grand Blanc, MI and **David Vensel**, principal of Jefferson High School in Monroe, MI

Notes: The Thoughtful Classroom tool can be used on an iPad or on paper. Administrators or other observers look for indicators that are labeled evident, not evident, or missed opportunity. Jenny and Dave reported that teachers and administrators seemed to like the tool and found it an effective way to provide and receive feedback.

1:15 – 2:00 **Selecting observation tools for the pilot**
Review observation protocols and frameworks and determine the selection process.

Discussion led by Jennifer Hammond and David Vensel

Notes: The council reviewed several tools. Suzanne offered to provide a chart or crosswalk at the next meeting that would help the council to see across tools and compare some of the characteristics of each.

2:00 – 2:30 **Plans and considerations for the 2012–2013 pilot**
What are our next steps for the pilot? Where do we stand with the pilot applications?

Discussion led by Deborah Loewenberg Ball, chair, Michigan Council for Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: The council's next step to advance the pilot study is to send out a request for applications to all school districts in the state. These applications should be ready for the council's review at the next council meeting.

2:30 – 3:30 **Public comment session**

Next meeting **Wednesday, June 6, 2012**
9:00 – 12:00 p.m.
Ann Arbor, Fleming Administration Building, Room 4006 (503 Thompson Street)

Michigan Council for Educator Effectiveness
Wednesday, June 6, 2012 • 9:00 a.m. – 12:00 p.m.
University of Michigan
Fleming Administration Building • 503 Thompson Street, Room 4006 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**

9:10 – 9:40 **Observation tool considerations**
Suzanne will lead the council in considering the questions that she raised at the May 24 council meeting.

Discussion led by Suzanne Wilson

To review in advance (IN DROPBOX under Agendas and materials – June 6):

- Document titled "mcee.Observation Instrument chart.may 2012"

Notes: Suzanne reviewed the chart that she created for the MCEE that addresses the major dimensions of each of the six observation tools that the council is considering. She also examined the Michigan districts with which the tools have contracts, the training involved with each tool, and the specificity of each of the rubrics.

9:40 – 10:20 **Pilot application review**

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Agendas and materials – June 6):

- Document titled "Request for applications"

Notes: The council reviewed and approved the request for applications to take part in the pilot study.

10:20 – 11:00 **Budget for the 2012-2013 pilot**
Given the Michigan legislature's recent budgetary decisions, what is possible for a 2012–2013 pilot? What do these decisions mean for a potential contract with ISR? Given these budget constraints, what are the council's next steps?

Discussion led by Deborah Loewenberg Ball and Brian Rowan

11:00 – 12:00 **Work in small groups**

Next meeting **Thursday, June 21, 2012**
1:30 – 4:30 p.m.
Fleming Administration Building, Room 5075

Michigan Council for Educator Effectiveness
Thursday, June 21, 2012 • 1:30 p.m. – 4:30 p.m.
University of Michigan
Fleming Administration Building • 503 Thompson Street, Room 5075 • Ann Arbor

Council members present: Deborah Ball, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

1:30 – 1:40 Opening to meeting and updates

1:40 – 2:20 Pilot timeline
Given what we understand about the budget and testing schedule, what is a feasible timeline for the pilot?

Discussion led by Deborah Loewenberg Ball

Notes: Pilot tool training will happen in August and September. ISR will conduct study in pilot districts over the course of the school year and be able to bring pilot data late in the summer of 2013.

2:20 – 3:00 Pilot design questions and discussion
What additional questions about the pilot need to be addressed to inform the design of the research study?

Discussion led by Brian Rowan

To review in advance (IN DROPBOX under Agendas and materials – June 21):

- Document titled "mcee.pilotquestions.june2012db"

3:00 – 3:30 Pilot application update
Cori will report on submitted applications, review districts' questions, and discuss next steps, including district recruitment.

Discussion led by Cori Mehan

To review in advance (IN DROPBOX under Agendas and materials – June 21):

- Spreadsheet titled "Pilot application chart"

Notes: The council received more than 80 applications from districts across the state. Districts are asking many questions because we have not yet provided them with guidelines about the nature of the study (e.g., what they will be asked to do, when they will be trained, etc.)

3:30 – 3:50 Website updates

Discussion led by Cori Mehan

Notes: The MCEE website is up and running, but there is not yet a way for stakeholders to submit their questions and comments. The web design firm hopes to have this ready for us in July.

3:50 – 4:30	**Before the July 18 meeting** What needs to be done before the July 18 meeting? How should small groups organize their time over the next four weeks? **Discussion led by Deborah Loewenberg Ball**
Next meeting	**Wednesday, July 18, 2012 (first day of Ann Arbor Art Fairs)** **8:00 a.m. – 12:00 p.m.** **Fleming Administration Building**

Michigan Council for Educator Effectiveness
Thursday, July 5, 2012 • 8:00 a.m. – 12:00 p.m.
University of Michigan
Fleming Administration Building • 503 Thompson Street, Room 4006 • Ann Arbor

Council members present: Deborah Ball, Joseph Martineau, Mark Reckase, Nick Sheltrown (via Skype), Dave Vensel

AGENDA

8:00 – 8:10 **Opening to meeting and updates**

8:10 – 9:00 **Review observation tool training and pricing proposals**
How do these proposals fit into our budget? What other questions do we have for observation tool vendors? What do districts need to know about their assigned observation tools when they are asked to take part in the pilot study?

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Agendas and materials – July 5):

- Spreadsheet titled "Observation tool worksheets"

Notes: The council does not yet have these proposals so this item will move to next week's meeting.

9:00 – 9:20 **Avoiding bias in the selection process**
How can we manage the district selection process given the relationships that council members have with some applying school districts?

Discussion led by Suzanne Wilson

Notes: Brian is working to manage the district selection process. However, Brian anticipates that districts might not be as willing to take part in this study and that he might have to recruit, more than select, districts to gather a representative sample.

9:20 –11:20 **Application review and district selection**
In order to provide pilot districts and observation tool providers enough time to prepare for the upcoming school year, the MCEE must select districts to participate in the 2012–2013 pilot and determine the observation tool that each will use.

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Agendas and materials – July 5):

- Spreadsheet titled "Pilot application chart"

11:20 – 12:00 **Communication strategy**
What is our communication strategy with the many players that are involved in this pilot (school districts, teachers, observation tool vendors, technology providers, members of the MCEE, ISR, legislators, independent observers)? Now that districts have been selected, what are the lines of communication that we must develop?

Discussion led by Deborah Loewenberg Ball

Notes: There are two types of questions that seem to come up: school-based questions about implementation and technical issues related to design. MCEE members should respond to inquiries they receive. Deborah will respond to media. Cori will respond to school districts most of the time. There needs to be more resources on the website. Council members should notify Cori with suggestions and requests for additions to the website.

Next meeting **Wednesday, July 18, 2012**
8:00 a.m. – 12:00 p.m.
Fleming Administration Building, room 4006

Michigan Council for Educator Effectiveness
Wednesday, July 18, 2012 • 8:00 a.m. – 12:00 p.m.
University of Michigan
Fleming Administration Building • 503 Thompson Street, Room 4006 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

8:00 – 8:10 **Opening to meeting and updates**

8:10 – 8:40 **Approval of pilot design**
ISR recommends that MCEE endorse the current sampling design. This includes the approval of pilot districts and alternate districts.

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Agendas and materials – July 18):
- Document titled "MEMO on Sample for MCEE Pilot – 7_14_12"

Notes: The MCEE approves the current sampling plan, the current pilot districts, and the alternate districts.

8:40 – 9:10 **Approval of pilot district recruitment and communications plan**
ISR anticipates negotiation and communication challenges with school districts as we begin the recruitment and implementation phases of the pilot study. What steps can we take to ensure this process is smooth?

Discussion led by Deborah Loewenberg Ball

Notes: The council approves hiring John Graves, retired superintendent, as a consultant to work with districts during the recruitment and implementation phases of the pilot study.

9:10 – 9:50 **Approval of observation tool training packages**
Given the proposals from observation tool vendors and the budget we have allocated for administrator training, what training packages should we purchase for pilot districts?

Discussion led by Jenny Hammond and Dave Vensel

To review in advance (IN DROPBOX under Agendas and materials – July 18):
- Document titled "Observation tool training and price proposals"

Notes: Training for all tools should be the same; each vendor will be given four days to train administrators on the observation tools. The council has many questions for tool vendors including: does basic training include inter-rater reliability training? How is data recorded and scored? How many observations do you recommend?

9:50 – 10:50 **Approval of the testing regime**
Which tests will be included in the pilot? What relationships do we need to develop with these testing vendors?

Discussion led by Joseph Martineau

Notes: Joseph proposed the testing regime.

10:50 – 11:30 **Data rostering systems**

Discussion led by Stephanie Chardoul

Notes: Rostering systems link students to schools and to teachers. In most places where VAMs are run, roster verification happens by both teachers and administrators.

11:30 – 12:00 **Upcoming meetings and next steps**
The council needs to approve a schedule for fall meeting dates and discuss options for an August meeting in Grand Rapids.

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Agendas and materials – July 18):

- Document titled "Proposed_meeting_schedule_fall_2012"

Notes: The council approves the fall meeting schedule.

Next meeting **Wednesday, August 15, 2012**
2:00 – 5:00 p.m.
Kent Intermediate School District
2930 Knapp Street NE • Room Rogue A • Grand Rapids

Michigan Council for Educator Effectiveness
Wednesday, August 15, 2012 • 2:00 p.m. – 5:00 p.m.
Kent Intermediate School District
2930 Knapp Street NE • Room Rogue A • Grand Rapids

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Nick Sheltrown, Dave Vensel (via phone)

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:20 Financial and contractual updates
What is the status of money appropriated by the state for the pilot? What is the status of the contract between the state and ISR?

Discussion led by Deborah Loewenberg Ball

Notes: Getting money for the pilot has not been easy. The interlocal contract has not been signed by the attorney general and trainings begin next week. There are concerns about reimbursing observation tool vendors, testing costs, etc.

2:20 – 2:40 Pilot recruitment and training updates
Brian will update the council on participating pilot districts and their upcoming observation tool trainings.

Discussion led by Brian Rowan

To review in advance (IN DROPBOX under Agendas and materials – August 15):
- Document titled "Pilot_districts_and_training_chart"

Notes: Sampling is still fluid at this point. The biggest districts have been the hardest to recruit because many already have tools and systems that are working for them. One possibility that the MCEE discussed is allowing any of the four piloted tools to be used next year so that piloting districts will not have to switch tools.

2:40 – 3:10 Questions from pilot districts and design decisions
Brian and John will present questions from participating pilot districts for the council to discuss.

Discussion led by Brian Rowan and John Graves

To review in advance (IN DROPBOX under Agendas and materials – August 15):
- Document titled "Questions from pilot districts"

Notes: Many districts have questions about the costs and logistics of testing. Others have asked what happens if a pilot district's assigned tool is not chosen by the state. Some districts want to know how they will communicate with members of the MCEE. Finally, some questions have come up about administrator evaluations: will these tools be piloted and if so, which ones?

3:10 – 3:50 Contracts with pilot districts
The council will review the expectations of participating pilot districts and the agreement to participate in the pilot study.

Discussion led by Deborah Loewenberg Ball and Brian Rowan

To review in advance (IN DROPBOX under Agendas and materials – August 15):

- Documents titled "Agreement to Participate in the MCEE Pilot Program of Research" and "BR_MCEE_Responsibilities_8_10"

Notes: The most questioned expectation of participating pilot districts is the number of observations that administrators must conduct for each teacher. The council decided that this should be a minimum of three observations by the end of March.

3:50 – 4:30 **Communication with applicant districts, pilot districts, and other stakeholders**
What is our communication strategy to: (1) notify districts that have not been selected; (2) communicate with districts that have been selected; and (3) release the names of selected districts to stakeholders across the state?

Discussion led by Deborah Loewenberg Ball

Notes: The council decided to send a letter to all districts that have not been accepted into the pilot, and then send a different letter to all districts that have been selected to participate. The council can then prepare talking points on how we recruited the districts to share with media and other stakeholders.

4:30 – 5:00 **Next Steps**
Training for districts starts as early as next week. What are the steps that council members need to take as the pilot and pilot study begin? How should we approach the administrator evaluation tools? What are the next steps for value-added modeling?

Discussion led by Deborah Loewenberg Ball

Notes: Stakeholders are nervous about the timeline, so council members plan to reach out to teachers, the AFT, the MEA, MASSP, MASA, and MEMSPA in order to pass on news about the pilot and the council's work. The council also begins to consider a long-term plan.

Next meeting **Wednesday, September 12, 2012**
8:00 a.m. – 10:00 a.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, September 12, 2012 • 8:00 – 10:00 a.m.
University of Michigan School of Education
Tribute Room • 610 East University Avenue, Room 1322 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Dave Vensel

AGENDA

8:00 – 8:10 Opening to meeting and updates

8:10 – 8:35 MCEE to-do list: Edits and discussion
Deborah will share a to-do list that outlines the council's future work. What items are missing? Which items can council members work on before the next council meeting? What other changes need to be made to this document?

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Agendas and materials – September 12):
- Document titled "MCEE_TO_DO_LIST"

Notes: Council members agree that the format of the to-do list is appropriate and decide who will take on what work before the next meeting.

8:35 – 8:50 Pilot updates
Brian will provide the council with an update. What is the status of money appropriated by the state for the pilot? What is the status of training?

Discussion led by Brian Rowan

Notes: The pilot sample has been chosen and training is underway. Districts have questions about deviating from the observation tools that they were assigned. When this evaluation system is implemented statewide, there is a huge educational and technical assistance component that must be addressed. Districts need guidance on the implementation of these systems.

8:50 – 9:10 Non-tested subject teacher evaluation
In our last meeting, the council briefly discussed using subject area organizations' expertise to learn more about non-tested subject evaluation. What do we want to ask of these groups? On which subjects does the council want to focus? How would districts pilot these evaluations?

Discussion led by Deborah Loewenberg Ball

Notes: Pilot districts have so much to handle with current pilot requirements, so piloting this might be too much. Council members will look into what other states are doing with non-tested subject evaluation in order to move forward in this area.

9:10 – 9:30 Special education teacher evaluation
We have received inquiries from stakeholders regarding this specific type of educator evaluation. Does the council want to make recommendations for evaluating these teachers? How could this be incorporated into the pilot? Can special educators be evaluated using the observation frameworks tested in the pilot? How should the state measure student growth for special education students?

Discussion led by Deborah Loewenberg Ball

Notes: Council members have received numerous requests for direction and policy regarding special education evaluation. Observation tool vendors say that special education teachers can be evaluated using these tools. One example of a way to provide special education teachers with more targeted feedback might be to recommend that they be observed at least once by someone with expertise in special education.

9:30 – 10:00 **Small group work**
The student growth and value added subgroups will plan upcoming research and meetings.

Discussion led by Deborah Loewenberg Ball

Next meeting **Thursday, October 4, 2012**
1:00 – 3:00 p.m.
Detroit, MI (exact location to be determined soon)

Michigan Council for Educator Effectiveness
Wednesday, October 3, 2012 • 3:30 – 5:30 p.m.
Garden City High School
O'Leary Auditorium • 6500 Middlebelt Road • Garden City

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

3:30 – 3:40 Opening to meeting and welcome remarks

3:40 – 4:00 Pilot update

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor, University of Michigan School of Education and research professor, Institute for Social Research

Notes: All observation tool training is complete. Each tool vendor was allowed four days of training. All independent observers hired by ISR have also been trained on tools. The districts' testing windows are opening in late October and will no longer include 12th grade testing. There are some concerns about the testing regime and the number of observations that pilot district administrators must conduct.

4:00 – 4:20 Communicating and working with stakeholders: Updates and next steps

Discussion led by Deborah Loewenberg Ball, chair, Michigan Council for Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: Cori shared recent updates to the council's website, including a function for the public to write in with questions, comments, or concerns. The council discussed other ways to engage stakeholders, including meeting with MASA, the MEA, and AFT.

4:20 – 4:40 Student growth updates
After consulting with student growth measurement vendors, this council subgroup will share the highlights of and differences between the presentations and recommendations of American Institutes for Research (AIR), Pearson, SAS, and Wisconsin Value Added Research Center.

Discussion led by Joseph Martineau, councilmember and executive director of the Bureau of Assessment and Accountability at the Michigan Department of Education, **Mark Reckase**, councilmember and professor in the measurement and quantitative methods program at the College of Education at Michigan State University**,** and **Nick Sheltrown**, councilmember and director of measurement, research, and accountability at National Heritage Academies in Grand Rapids

Notes: All vendors have different philosophies: some have a specific model in mind that they have found effective in other states; others are ready to work with Michigan to develop a tool. All vendors are going to be given the opportunity to work with state data as a proof of capability.

4:40 – 5:00 **Administrator evaluation updates**

Discussion led by Jennifer Hammond, councilmember and principal, Grand Blanc High School and **Dave Vensel,** councilmember and principal, Jefferson High School in Monroe, Michigan

Notes: Jenny and Dave discussed the current state of administrator evaluation deliberations and recommendations. They shared with the group a list of roles that would fall into the "administrator" category for teacher evaluation.

5:00 – 5:30 **Public comment session**

Notes: Educators shared many concerns including those regarding testing, funding the implementation of evaluations, tool training, the number of formal evaluations required, and the waiver process.

Next meeting **Tuesday, October 16, 2012**
12:00 – 2:00 p.m.
Lansing, MI (exact location to be determined soon)

Michigan Council for Educator Effectiveness
Tuesday, October 16, 2012 • 12:00 – 2:00 p.m.
The Romney Building
Large Conference Room • 111 South Capitol Avenue, Floor 10 • Lansing

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

12:00 – 12:10 Opening to meeting and updates

12:10 – 12:30 Pilot update

Discussion led by Deborah Loewenberg Ball, Brian Rowan, and Stephanie Chardoul

Notes: Some pilot principals are voicing concerns about the feasibility of these evaluation tools. Schools are (1) scrambling to observe all teachers and (2) struggling to measure student growth. Principals are calling for more guidance and clarity.

12:30 – 1:00 The Education Trust-Midwest
What do the legal and regulatory frameworks for teacher evaluation look like in other states? Which parts of teacher evaluation work belong in legislation and which are better left to regulation? How does Michigan's policy landscape impact the conversation about legislation and regulation? What questions/considerations can we be thinking about now to set the MCEE's work up for success statewide?

Presentation led by **Amber Arellano,** executive director, **Drew Jacobs**, data and policy analyst, and **Sarah Lenhoff**, assistant director of policy and research, The Education Trust-Midwest.

1:00 – 1:30 Assessing and approving local evaluation tools: Planning and next steps
What are the key principles the council should use to guide recommendations around this waiver process? How do districts' growing concerns about their own evaluation tools affect our work? What are our next steps given the timeline that we have in place?

Discussion led by Deborah Loewenberg Ball

Notes: There is currently no evaluation system from which districts can opt out. Districts that have already applied for a waiver will be required to do so again after the council releases its recommendations. Issues like these have caused the council to consider pushing the entire timeline back one year, giving stakeholders time to build capacity and implement new policies.

1:30 – 1:45 Administrator evaluation updates

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

Notes: The advisory council reviewed several administrator evaluation tools, and ultimately recommended the MASA tool to the council.

1:45 – 2:00	**Student growth updates**
	Discussion led by Mark Reckase, Nick Sheltrown, and Joseph Martineau
	Notes: The council will discuss this in the next council meeting.
Next meeting	**Wednesday, November 7, 2012** **3:00 – 5:00 p.m.** **University of Michigan School of Education (610 E. University Avenue, Ann Arbor)**

Michigan Council for Educator Effectiveness
Wednesday, November 7, 2012 • 3:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

3:00 – 3:10 Opening to meeting and updates

3:10 – 3:20 Follow-up discussion from Monday's waiver conference call

Discussion led by Deborah Loewenberg Ball

Notes: It seems impossible to approve waivers before the council has made recommendations about the evaluation system. Once the council releases its final report, a group will be charged with processing and approving district waiver requests according to the council's waiver process recommendations.

3:20 – 3:40 Pilot update
Brian and Stephanie will provide a pilot update that includes feedback from the pilot district event in Lansing on October 16.

Discussion led by Brian Rowan and Stephanie Chardoul

3:40 – 4:10 Administrator evaluation updates
Jenny, Dave, and Suzanne will brief the MCEE on the Advisory Council's recommendations for administrator evaluation and on recent sub-group research and findings.

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

To review in advance (IN DROPBOX under Meeting agendas and materials – November 7):

- Document titled: MCEE Administrator Evaluation Tool Recommendation

Notes: Although almost all of the evaluation tools that council members are looking at cite evidence of their effectiveness, there exists no empirical evidence that any of the tools are effective. This subgroup recommends a structured review of the tools in order to gather feedback from educators about the tools.

4:10 – 4:40 Student growth updates
Mark, Nick, and Joseph will discuss progress on their work with student growth vendors. This includes both a review of upcoming work that vendors will conduct with state data this school year, as well as an update on estimates for state-wide student growth work in the 2013-2014 school year.

Discussion led by Mark Reckase, Nick Sheltrown, and Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – November 7):

- Deliverables for the Michigan Growth Estimates

Notes: VAM vendors provided council members with information about their work in other states. Vendors varied a lot in their approach: some seemed to have an idea of exactly the model and policies that they would employ in Michigan, while others were more interested in an interactive approach, adapting practices based on stakeholder feedback.

4:40 – 5:00 **Student Learning Outcomes (SLOs): One way to measure student growth in non-tested subjects**

Discussion led by Jennifer Hammond

To review in advance (IN DROPBOX under Meeting agendas and materials – November 7):

- Student Learning Objectives Handbook Version 2.0_Indiana
- Student Learning Objectives Guide for Educators - Writing SLOs_RI
- Rhode Island SLO FAQ

Notes: Did not have time for this; moved to next meeting.

Next meeting **Monday, November 26, 2012**
4:00 – 6:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Monday, November 26, 2012 • 4:00 – 8:00 p.m.
University of Michigan School of Education
Brownlee Room • 610 East University Avenue, Room 2327 • Ann Arbor

Council members present: Deborah Ball, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

4:00 – 4:10 Opening to meeting and updates

4:10 – 4:20 Pilot update

Discussion led by Brian Rowan and Stephanie Chardoul

Notes: The fall testing regime is now complete and the paired observations in pilot districts are going on now. The next step is to analyze the data from these observations. Also, ISR has created the student-teacher rostering system in which each teacher will be using a secure web-portal to record his or her class rosters.

4:20 – 4:40 Recommendation timeline updates
According to the MCEE timeline published in the interim progress report, several recommendation deadlines are approaching or have already passed. What are reasonable goals the council can set and immediate actions that we can take looking toward the end of this year and the beginning of 2013?

Discussion led by Deborah Loewenberg Ball

Notes: The council's next task is to make student growth recommendations. Joseph will try to write clear language to distinguish between student growth models and growth and assessment tools.

4:40 – 5:00 Educator evaluation tool training: Statewide implementation and the state budget

Discussion led by Jennifer Hammond

Notes: Jenny suggested that the council should collect from tool vendors their plans for statewide implementation of their products, including pricing and training at scale.

5:00 – 5:30 Administrator evaluation: Next steps
Jenny, Dave, and Suzanne will outline their recommendations for the next steps in the administrator evaluation process, including plans for a structured review by administrators in several districts across the state.

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

Notes: Each focus group will look at two administrator evaluation tools, compare them, and provide feedback based on the questions that the council creates. ISR has the capacity and the budget to organize and conduct these groups and will work with Suzanne to post candidate invitations and to provide candidates with a list of questions.

5:30 – 6:15 **Classifying teachers, combining scores, and calculating error**

Discussion led by Brian Rowan

Notes: Teacher observations and VAMs are imprecise. To improve precision on the practice portion of teacher evaluations, teachers should be observed three to four different times by different people. VAMs' precision increases with more numbers.

6:15 – 7:00 **Student growth and value-added modeling discussion**
How should the council recommend that value-added data be used for educator evaluation next year?

Discussion led by Deborah Loewenberg Ball

Notes: Moved to next meeting due to time.

7:00 – 7:30 **Student Learning Outcomes (SLOs): One way to measure student growth in non-tested subjects**

Discussion led by Jennifer Hammond

To review in advance (IN DROPBOX under Meeting agendas and materials – November 26):

- Student Learning Objectives Handbook Version 2.0_Indiana
- Student Learning Objectives Guide for Educators - Writing SLOs_RI

Notes: Moved to next meeting due to time.

7:30 – 8:00 **Waiver process**
What have other states done to build guidelines and manage district exemptions? What are the next steps we can take toward completing these waiver process recommendations?

Discussion led by Suzanne Wilson and Cori Mehan

Notes: Suzanne presented a waiver memo that she shared with the council. Other states' waiver policies seem to fall on a spectrum: Rhode Island has a very complex system of standards and rubrics; Indiana has a checklist and allows the state to make compliance decisions; Massachusetts simply requires districts to answer questions about their own evaluation systems.

Next meeting **Monday, December 11, 2012**
11:00 a.m. – 3:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Tuesday, December 11, 2012 • 11:00 a.m. – 3:00 p.m.
University of Michigan School of Education
Room 2334 • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

11:00 – 11:10 Opening to meeting and updates

11:10 – 11:20 Pilot update

Discussion led by Stephanie Chardoul

Notes: The first round of paired observations is still happening in pilot schools. ISR is working with all four observation vendors to develop a calibration system for their researchers/observers to complete while schools are closed for the holiday break, including viewing and scoring of master coded video.

11:20 – 11:50 Student growth updates
Mark, Nick, and Joseph will discuss progress on their work with student growth vendors. This includes a review of upcoming work that vendors will conduct with state data this school year and an explanation of how that work will help the council make fair, transparent, and feasible student growth recommendations.

Discussion led by Mark Reckase, Nick Sheltrown, and Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – December 11):

- Deliverables for the Michigan Growth Estimates

Notes: This subgroup is planning to ask VAM vendors to do work for us in order to see how they might work with state data. This is an unusual opportunity because the council will have four different analyses of the same material and will be able to look across vendors in order to see their analysis, how they plan reporting, and how they manage to combine files.

11:50 – 12:50 Student growth and value-added modeling discussion
How should the council recommend that value-added data be used for educator evaluation next year?

Discussion led by Deborah Loewenberg Ball

Notes: The council is aware that all methods of evaluation—VAM, teacher observation, and total administrator discretion—are all prone to error. Though it might seem that VAM will not be able to inform a teacher of how to improve, it will provide for teachers and administrators evidence of growth.

12:50 – 2:00 Non-tested grades and subjects and Student Learning Objectives (SLOs)
Given the Michigan Department of Education's plans to create tests for all non-tested grades and subjects, how should the council approach this part of our charge? What is a fair and feasible plan for the interim period before these tests are available?

At 1:30, we will have a Skype conversation with **James H. Stronge,** Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, regarding his research related to assessing teachers in non-tested grades and subjects.

Discussion led by Jennifer Hammond

To review in advance (IN DROPBOX under Meeting agendas and materials – December 11):

- Student Learning Objectives Handbook Version 2.0_Indiana
- Student Learning Objectives Guide for Educators - Writing SLOs_RI
- Stronge Sample Goal Setting Guidebook

Notes: SLOs can be done at any level and in any subject area. They allow teachers to create a rigorous goal that they intrinsically value and allow for agreed upon standards between teachers and principals. Implementing SLOs requires laying down ground rules, creating a guide book that tells districts, principals, and teachers how to do this, developing a library of good SLOs, and training educators. Council members agree that SLOs would generate a lot of educator buy-in and seem like a possible method of evaluation to incorporate into recommendations.

2:00 – 2:20 **Recommending other components of teacher evaluation systems**
Does the council want to recommend other components of teacher evaluation systems, such as student surveys, parent feedback, and peer observations, or should these decisions be left up to local districts?

Discussion led by Deborah Loewenberg Ball

Notes: Nick suggests that it does not seem like the council has time to research and recommend any of these given our timeframe. Joseph thinks, however, that it seems important to give districts some room to add evaluation practices of their own.

2:20 – 3:00 **Work in small groups**

Next meeting **Thursday, December 20, 2012**
3:00 p.m. – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, December 20, 2012 • 3:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

3:00 – 3:10 Opening to meeting and updates

3:10 – 3:30 Pilot update and observation tool vendor RFP discussion

Discussion led by Brian Rowan and Stephanie Chardoul

To review in advance (IN DROPBOX under Meeting agendas and materials – December 20):

- Questions for observation tool vendors

Notes: Stephanie and Brian described the complexity of the roster verification process. They suggested that the state develop and maintain a uniform data system that incorporates many systems.

3:30 – 3:50 Next steps for the administrator evaluation structured review

Discussion led by Jenny Hammond, Dave Vensel, and Suzanne Wilson

Notes: The council reviewed Suzanne's structured review document. Deborah suggested the inclusion of the purpose and use of the data we collect. Stephanie and Brian requested a more developed memo so that they can understand (1) the council's exact questions and (2) the way that the council wants results reported.

3:50 – 4:40 Measuring effectiveness: Observation tools and student growth measures
As a continuation of our conversation in last week's meeting, how are council members thinking about the measures of effectiveness that observation protocols, value-added models, SLOs, and other tools provide? Given the uncertainty with which we can categorize teachers using many of the methods we have learned about, how should the council approach final recommendations?
Discussion led by Deborah Loewenberg Ball

Notes: The council agreed to lay out the recommendations that they could implement now, then what could be put into place in 2014-15, and finally what could happen in 2015-16. This would be like providing the state a road map for implementation.

4:40 – 5:00 First steps for 2013
What work should council members and subgroups focus on between now and our next meeting? What are the council's next steps when we return from the holiday break? What is our plan and timeline to review and post our update?

Discussion led by Deborah Loewenberg Ball

Next meeting Friday, January 11, 2013
3:30 – 5:30 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Friday, January 11, 2013 • 3:30 – 5:30 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

3:30 – 3:40 Opening to meeting and updates

3:40 – 3:50 Pilot update

Discussion led by Brian Rowan and Stephanie Chardoul

Notes: ISR has been working with schools to schedule the second round of paired observations. Also, ISR is pursuing additional contracts with observation vendors to provide an inter-rater reliability check and additional training for principals who would like to participate.

3:50 – 4:10 Student growth rubrics

Discussion led by Jennifer Hammond

To review in advance (IN DROPBOX under Meeting agendas and materials – January 11)

- wa-student-growth-rubrics

Notes: Council members reviewed the student-growth rubrics that Jenny provided. Council members were concerned that the rubrics did not define "growth" or "high growth," and that the use/results of the districts would vary widely from district to district.

4:10 – 4:40 Student growth and assessment tools: Draft review
After reviewing Joseph's draft of the MCEE's recommendations for student growth and assessment tools, what questions and suggestions do council members have?

Discussion led by Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – January 11)

- DRAFT recommendations for student growth and assessment tools

Notes: Some questions that came from Joseph's presentation were: how will teachers be categorized? How will SLOs, VAMs, and observations all fit together? In recommendations, how will we connect for our audience growth tools and evaluation?

4:40 – 5:00 Budget discussion

Discussion led by Dennis Schornack

5:00 – 5:30 **Structuring final recommendations: A continuing conversation**
In our last two meetings, we discussed recommending a phase-in of evaluation tools in order to ensure feasible and effective implementation. We also discussed the structure of the final report. What additional ideas about a phase-in or about the structure of the final report do council members have? As Brian asked in our last meeting, will we be recommending a locally controlled system or a state system? What are the benefits and disadvantages of both?

Discussion led by Deborah Loewenberg Ball

Notes: The council developed a list of questions that must be answered the report.

Next meeting **Friday, February 1, 2013**
10:00 a.m. – 1:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Friday, February 1, 2013 • 10:00 a.m. – 1:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

10:00 – 10:10 Opening to meeting and updates

10:10 – 10:20 Pilot update

Discussion led by Stephanie Chardoul

10:20 – 11:00 Structuring our final recommendations

Discussion led by Deborah Loewenberg Ball

Notes: The council continued their discussion about their final recommendations. One idea the council discussed was creating an implementation year to provide the state enough time to build capacity and employ the resources needed to effectively implement recommendations.

11:00 – 12:30 Reviewing subgroup work and recommendations
Subgroups have been meeting over the past two weeks to address the key policy questions that the council drafted in our last meeting. What recommendations came from these meetings? What questions does the whole group still need to address?

Discussion led by Jennifer Hammond

To review in advance (IN DROPBOX under Meeting agendas and materials – February 1)

- Jan30_value-added_subgroup_memo
- Jan30_reporting and ratings_subgroup_memo
- Jan30_teacher and administrator evaluations_subgroup_memo
- Jan30_logistics and implementation_subgroup_memo

Notes: Subgroups summarized their individual discussions and posed recommendation questions to the whole group for continued discussion and consideration.

12:30 – 1:00 Developing a communications plan
What steps should the council take to build support for our final recommendations? What are the key stakeholder groups to be engaged in this work (e.g., teachers, administrators, policymakers, parents, the business community)? How will the council communicate with these stakeholders before and after the release of our final report? Are there groups that we want to enlist to help us build consensus among these stakeholders?

Discussion led by Deborah Loewenberg Ball

Notes: Administrators, teachers, parents, legislators, and others involved in the Michigan education community all need to be engaged in this work. Council members discussed the idea of using conferences and other speaking engagements to educate stakeholders about the council's recommendations and vision for evaluation in Michigan.

Next meeting **Friday, February 8, 2013 – CANCELED BECAUSE OF WEATHER**
9:00 a.m. – 12:00 p.m.
The Skillman Foundation (100 Talon Centre Dr. Suite 100, Detroit)

Michigan Council for Educator Effectiveness
Monday, February 18, 2013 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown (via phone), Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:20 Pilot update

Notes: ISR continues to conduct 2nd round teacher observations. ISR is also continuing with calibration activities for school researchers across all four observation protocols. This involves viewing videos that have been "master coded" by the vendors, coding, and then comparing and discussing results. They have also finalized the testing plans and dates for spring assessments.

2:20 – 3:00 Reviewing subgroup work and recommendations

Discussion led by Jennifer Hammond and Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – February 18)

- Jan30_memo_implementation
- Joseph's weights and measures memo (will be in Dropbox on Friday)

Notes: Joseph recommended that the council have a statewide VAM model so that we can have help combining scores. However, the council needs to work to build the capacity of likely players so that we will have wiser decision makers.

3:00 – 3:30 Speaking with American Institutes for Research
Over the past few months, the council has worked to gather information about value-added modeling and other measures of student growth. As we prepare to draft final recommendations, council members still have important questions about how value-added modeling will account for practitioners' specific instructional situations and how this information will help them to improve their practice.

Discussion led by Nick Sheltrown

Notes: AIR answered council members' questions about student teachers, missing data, co-teachers, and long-term absences. AIR was also able to provide the council with information about educating teachers, administrators, and parents about VAMs and the information they provide.

3:30 – 4:30 Drafting our final recommendations
Given our previous discussions and council members' work that we reviewed in our last meeting, what are our next steps toward drafting final recommendations?

Discussion led by Deborah Loewenberg Ball

Notes: Deborah proposes that we use the "require, permit, encourage, and prohibit" framework. Many districts are mobilizing in anxiety so the council needs to recommend a year delay in the implementation process. This will provide time issuing RFPs, developing contracts, and finalizing the new testing regime. The motion to delay is now in Dropbox.

4:30 – 5:00 **Developing a communications plan**

- What steps should the council take to build support for our final recommendations?
- What are the key stakeholder groups to be engaged in this work (e.g., teachers, administrators, policymakers, parents, the business community)?
- How will the council communicate with these stakeholders before and after the release of our final report?
- Are there groups that we want to enlist to help us build consensus among these stakeholders?

Discussion led by Deborah Loewenberg Ball

Notes: Move this discussion to the next meeting.

Next meeting **Friday, March 15, 2013**
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Friday, March 15, 2013 • 1:00 – 3:00 p.m.
University of Michigan School of Education
Teaching Works Conference Room • 610 East University Avenue, Room 1032 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Dave Vensel

AGENDA

1:00 – 1:10 Opening to meeting and updates

1:10 – 1:20 Pilot update

Notes: March marked the end of round 3 observations, and Stephanie believes that most districts are on the same schedule. ISR is negotiating a lot of back and forth to get usable data from the vendors. Stephanie meets with Brian on Monday and they are setting deadlines for reports and data to the MCEE.

1:20 – 1:40 Reviewing and approving student growth recommendations

Discussion led by Mark Reckase

To review in advance (IN DROPBOX under Meeting agendas and materials – March 15)

- Student growth recommendations_March15 (will be in Dropbox Friday morning)

Notes: There is some concern about the testing regime and a call for carefulness around our recommendations. Are we talking about tests that the state will have, or tests that the state already has? This subgroup also raised the issue of combining different components of student growth to reach a student growth score.

1:40 – 2:00 Approving waiver process recommendations

Discussion led by Jenny Hammond and Suzanne Wilson

Notes: Districts can opt out of either or both the teacher and administrator evaluation systems. Criteria for opting out are feasible for districts, but not easy for districts. Districts will have three years to prove reliability and validity of their local systems. More details about waivers can be included in an “infrastructure” section of the final report.

2:00 – 3:00 Crafting the final report
The council will discuss resolved and unresolved recommendations.

Discussion led by Deborah Loewenberg Ball

Next Meeting April 10, 2013
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, April 10, 2013 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:20 Pilot update

Notes: Paired observations are wrapping up and the spring testing period is going to launch soon. ISR is still working with MDE and CEPI to retrieve the requested data. ISR has finished the rostering system and is now cleaning and formatting the rosters. The administrator evaluation structured review is complete and ISR has completed their report.

2:20 – 3:00 Implementing teacher evaluation in Michigan
After the council releases its final report, what group or groups will ensure that the system is implemented? Where should this office be housed? What role will the current council play in future teacher evaluation work?

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

Notes: This subgroup argued that implementing this system is a public education campaign. Jenny, Dave, and Suzanne suggest that having an organization located within MDE, as well as having an independent body made up of practitioners, will both be very valuable to implementation.

3:00 – 5:00 Crafting and editing the final report
The council will continue to discuss resolved and unresolved recommendations and to begin to edit the final report draft.

Discussion led by Deborah Loewenberg Ball

Notes: Deborah assigned council members to work on specific sections of the final report draft.

Next meeting Monday, April 22, 2013
9:00 – 11:30 a.m.
The Romney Building, Constituent Relations Conference Room (111 S. Capitol Ave., Lansing)

Michigan Council for Educator Effectiveness
Monday, April 22, 2013 • 9:00 – 11:30 a.m.
The Romney Building
Constituent Relations Conference Room • 111 South Capitol Avenue, Floor 1 • Lansing

Council members present: Deborah Ball, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**

9:10 – 9:40 **Implementing teacher evaluation in Michigan**
After the council releases its final report, what group or groups will ensure that the system is implemented? Where should this office be housed? What role will the current council play in future teacher evaluation work?

Discussion led by Dave Vensel and Suzanne Wilson

Notes: Some of the functions of the system supporting the evaluation system will be gathering information, keeping track of tools and instruments, data tracking and storage, capacity building and training, and approving waivers and compliance. Some core questions include: should all of these functions be in one office? Where should this office be located? How should resources be allocated? Should the MCEE have a role to oversee various functions?

9:40 – 10:10 **Categorizing teachers**
What is accomplished by rating teachers? If we do place teachers into categories, what are the categories we want to recommend? How would the council define or describe these categories?

Discussion led by Deborah Loewenberg Ball

Notes: Some teachers could be rated more accurately than others. Statistically, it is easier to identify the very strong and the very weak teachers. It is more difficult to identify teachers in the middle.

10:10 – 10:50 **Speaking with the Center for Educational Performance and Information (CEPI)**
The council will be speaking with **Thomas Howell**, director of CEPI, who is responsible for directing CEPI's efforts as they relate to individual student and staff data, school finance and safety data, and other data collection and feedback efforts. He is also responsible for the implementation of the state's education longitudinal data system, and coordinates overall policy, planning and administrative efforts at CEPI. **Trina Anderson**, assistant director of CEPI, will also be joining us.

Discussion led by Joseph Martineau

10:50 – 11:20 **Reviewing assessment tool memos and recommendations**

Discussion led by Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – April 22)

- DRAFT MCEE recommendations re growth and assessment tool
- DRAFT Recommendations for Using Student Growth and Achievement Data in Educator Evaluations

Notes: Joseph led the council through these drafts. The council discussed making the language about the complexities of value-added accessible to stakeholders without oversimplifying these measures.

11:20 – 11:30 **Updates and assignments for the final report**

Discussion led by Deborah Loewenberg Ball

Next meeting **Wednesday, May 8, 2013**
9:00 a.m. – 12:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, May 8, 2013 • 9:00 a.m. – 12:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and updates

9:10 – 9:20 Pilot update

Notes: May 10 is the deadline to have all data in the system for the final paired observations. ISR is still working with the state to get student data.

9:20 – 10:00 Reviewing student growth and assessment tool recommendations

Discussion led by Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – May 8)

- final _report_draft_May_8_jm (section on student growth and assessment tools)

Notes: Recommending a student growth measurement layer is important, just as it is important that we recommend tools for assessing teacher and administrator practice. We also need to provide specific enough guidance to the legislature so that the assessments they adopt are aligned with standards. The council agreed on the importance of using strong, clear language to talk about what student growth actually is and the system's ability to use student growth.

10:00 – 10:30 Reviewing administrator evaluation recommendations
After reading ISR's report on the administrator evaluation structured review and collaborating with ISR survey director Barbara Ward, this subgroup worked to draft recommendations for the council's final report.

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

To review in advance (IN DROPBOX under Meeting agendas and materials – May 8)

- DRAFT_administrator_evaluation_memo_4_26

Notes: All administrators seemed to agree that simpler systems are better, but a clear "best" tool did not emerge. There was some concern that the varying roles of administrators were not fully represented in the tools, so some wanted to be able to adapt tools to fit administrator's roles.

10:30 – 11:00 Infrastructure and implementation recommendations and next steps

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

Notes: The council will work more on this at the next meeting.

11:00 – 11:40 **Continuing our conversation: Categorizing teachers**
What is accomplished by rating teachers? If we do place teachers into categories, what are the categories we want to recommend? How would the council define or describe these categories?

Discussion led by Deborah Loewenberg Ball

Notes: Deborah presents the three-category chart to council members. If our goal is improvement for everyone, what is the goal of the "highly effective" category? Eliminating it would prevent unnecessary competition among teachers and the idea that no improvement is needed.

11:40 – 12:00 **Updates and assignments for the final report**

Discussion led by Deborah Loewenberg Ball

Next meeting **Wednesday, May 15, 2013**
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, May 15, 2013 • 1:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 1:10 Opening to meeting and updates

1:10 – 1:40 Reviewing revised student growth and assessment tool recommendations

Discussion led by Joseph Martineau

To review in advance (IN DROPBOX under Meeting agendas and materials – May 15)

- final _report_draft_May_15 (section on student growth and assessment tools)

Notes: The state will provide tests, but will not require districts to use that data for teacher evaluations. Then, the state will continue to grow and develop with the system, which is still in its infancy.

1:40 – 2:00 Reviewing revised administrator evaluation recommendations

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

To review in advance (IN DROPBOX under Meeting agendas and materials – May 15)

- DRAFT_administrator_evaluation_memo_May15

Notes: We will do this in the next meeting.

2:00 – 2:30 Infrastructure and implementation recommendations and next steps

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

Notes: Jenny, Dave, and Suzanne outlined the positions and employees needed to make up the infrastructure of the evaluation system, most notably the "evaluation czar". The czar would be a temporary position to get this system up and running and to meet with and coordinate among stakeholders.

2:30 – 3:00 Professional certificate recommendations

Discussion led by Dave Vensel

Notes: The big criticism of the current system is that requirements include time in classes and professional development but do not include many outputs. The council must decide what it wants to take on and what, at this point, there is time to recommend.

3:00 – 3:30 Continuing our conversation: Categorizing teachers
Given our discussion in last week's meeting, how can we begin to think about categorizing teachers without using the "highly effective" category? What are alternative labels that could better describe categories?

Discussion led by Deborah Loewenberg Ball

Notes: Not having a “highly effective” category makes it difficult to have a meritorious category; however, this category makes evaluation a competitive issue. As far as policy is concerned, it is better to be able to identify the lowest group of teachers.

3:30 – 4:00 **Updates and assignments for the final report**

Discussion led by Deborah Loewenberg Ball

Next meeting **Thursday, May 30, 2013**
1:00 – 4:00 p.m.
The Romney Building (111 S. Capitol Ave., Lansing)

Michigan Council for Educator Effectiveness
Thursday, May 30, 2013 • 1:00 – 4:00 p.m.
Michigan Department of Education (The Hannah Building)
Ottawa 2 Room • 608 West Allegan Street • Lansing

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 1:10 Opening to meeting and updates

1:10 – 2:00 Reviewing revised student growth and assessment tool recommendations

Discussion led by Joseph Martineau, Nick Sheltrown, and Dave Vensel

To review in advance (IN DROPBOX under Meeting agendas and materials – May 30)
- student growth and assessment tools section (5_28_2013)

Notes: Interim tests will only be in core subjects; districts will be able to choose to use them for VAMs and it will be optional for districts to use the VAMs for evaluation. The council needs to use expertise, efficiency, and latitude in order to make recommendations that enable flexibility as well as promote the smartest policies.

2:00 – 2:30 Reviewing revised administrator evaluation recommendations

Discussion led by Jennifer Hammond, Dave Vensel, and Suzanne Wilson

To review in advance (IN DROPBOX under Meeting agendas and materials – May 30)
- DRAFT_administrator_evaluation_memo_May30

2:30 – 3:00 Professional certificate discussion
In last week's meeting, the council discussed the potential breadth of this portion of the charge. How should we approach and focus these recommendations given our limited timeframe?

Discussion led by Dave Vensel

Notes: Our country spends a lot of money on professional development, but it is difficult to find something that is relevant and high quality. The problem with providing local districts flexibility around this issue is that the system is fraught with a lack of quality. The council decided to recommend explicitly that there is more work to be done before we can tie preparation to effectiveness, but we can say what should not be done.

3:00 – 3:40 Continuing our conversation: Categorizing teachers
Given our discussion in last week's meeting, how can we begin to think about categorizing teachers without using the "highly effective" category? What are alternative labels that could better describe categories?

Whatever we recommend about labels, how are we recommending that different information be combined to arrive at a rating?

What are some of the legal considerations, given what we have learned about the reliability of ratings?

Discussion led by Deborah Loewenberg Ball

To review in advance (IN DROPBOX under Meeting agendas and materials – May 30)

- graves legal considerations_may28

Notes: Mark worries about the accuracy of classifying people. What are the consequences of not being able to identify marginally effective teachers?

3:40 – 4:00 **Updates and assignments for the final report**

Discussion led by Deborah Loewenberg Ball

Next meeting **Monday, June 10, 2013**
9:00 a.m. – 12:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Monday, June 10, 2013 • 9:00 a.m. – 12:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**

9:10 – 9:50 **Making final decisions: Growth and assessment tool recommendations**

Discussion led by Suzanne Wilson
To review in advance (IN DROPBOX under Meeting agendas and materials – June 10)

- student growth and assessment tools section (6_10_2013)

Notes: This is not ready yet. Deborah and Suzanne will continue to improve this section and will have a draft for council members at next week's meeting.

9:50 – 10:20 **Making final decisions: Administrator evaluation recommendations**

Discussion led by Jennifer Hammond, Dave Vensel, Joseph Martineau, and Suzanne Wilson
To review in advance (IN DROPBOX under Meeting agendas and materials – June 10)

- DRAFT_administrator_evaluation_memo

Notes: Like teacher evaluation, the council is also proposing three categories for administrator evaluation. The council also needs to recommend that data be collected over time on the administrator evaluation tools and data because there is little evidence about the validity and reliability of these tools.

10:20 – 10:50 **Categorizing teachers and combining scores**
Given our decision to recommend three categories, how are we recommending that different information be combined to arrive at a rating?

Discussion led by Deborah Loewenberg Ball

Notes: Increasing the size of the ineffective category is not useful; there are actually very few teachers that fall into this group. Districts and principals need to be allowed to use tools (SLOs, VAM scores, and observation data) to inform decisions.

10:50 – 11:20 **Surfacing perceived conflicts of interest**
As we discussed in last week's meeting, there are several perceived conflicts of interest between council members and consultants and the council's recommendations. What are these conflicts of interest and how can we adapt our messaging to manage potential stakeholder concern?

Discussion led by Deborah Loewenberg Ball

Notes: The council will address this in the next meeting.

11:20 – 11:50 **Presentation by Pace and Partners**
Representatives **Roni Rucker Waters** and **Chelsea Maupin** from Pace will guide the council through a tentative communications plan that covers preparations for the final report release and the marketing campaign to follow.

Notes: Pace shared their communications plan with the council, which includes town halls, a media press conference, and other opportunities for council members to reach out to stakeholders to increase understanding about the recommendations.

11:50 – 12:00 **Planning and assignments for finishing the report**

Discussion led by Deborah Loewenberg Ball

Next meeting **Monday, June 17**
3:00 – 6:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Monday, June 17, 2013 • 3:00 – 6:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond (via phone), Joseph Martineau, Mark Reckase, Nick Sheltrown, Dave Vensel

AGENDA

3:00 – 3:10 **Opening to meeting and updates**

3:10 – 4:00 **Making final decisions: Growth and assessment tool recommendations**

Discussion led by Deborah Loewenberg Ball
To review in advance (IN DROPBOX under Meeting agendas and materials – June 17)

- student growth and assessment tools section (6_17_2013)

Notes: The council decided to recommend that the state will have standards and a framework, and that the state will have tests that measure state standards.

4:00 – 5:00 **Categorizing teachers and combining scores**
Given our decision to recommend three categories, how are we recommending that different information be combined to arrive at a rating?

Discussion led by Deborah Loewenberg Ball
To review in advance (IN DROPBOX under Meeting agendas and materials – June 17)

- Possible Conceptual Frameworks for a Three Category System

Notes: The council discussed qualitative vs. quantitative combining options, but decided that a chart (qualitative calculation) will be best. The council also decided on clear definitions for the three rating categories.

5:00 – 5:40 **Surfacing perceived conflicts of interest**
As we discussed in last week's meeting, there are several perceived conflicts of interest between council members and consultants and the council's recommendations. What are these conflicts of interest and how can we adapt our messaging to manage potential stakeholder concern?

Discussion led by Deborah Loewenberg Ball

Notes: The council will do this in the next meeting once the draft is complete.

5:40 – 6:00 **Planning and assignments for finishing the report**

Discussion led by Deborah Loewenberg Ball

Next meeting **Tuesday, June 25**
8:00 – 11:00 a.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Appendix C: In-Meeting Consultations

Name	State/ Position	Date Consulted	Information Provided
Trina Anderson	**Michigan** Assistant Director of the Center for Performance and Information (CEPI)	April 22, 2013	Ms. Anderson shared with the council information about student rostering systems and the linking of teachers to students to assess instructional responsibility.
Mark Atkinson	Founder and CEO of Teachscape	April 19, 2012	Mr. Atkinson explained and demonstrated Teachscape's online training portal for the Danielson Framework for Teaching (2011).
Sandy Austin	**State of Washington** Project director at the Center for Education Leadership, University of Washington College of Education	March 7, 2012	Ms. Austin contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Rick Catherman	**Michigan** Michigan Music Teacher Evaluation Committee chairperson, Chelsea High School director of bands, and National Board certified teacher	April 26, 2012	Mr. Catherman explained his findings regarding music teacher evaluations, and made recommendations for addressing non-tested subject evaluations.
Beth Carr	Director of District Partnerships, Learning Sciences International	March 20, 2012	Ms. Carr helped the council to learn more about the implementation, feasibility, and training of the Marzano Causal Teacher Evaluation Model.
Stephanie Chardoul	**Michigan** Survey director, Institute of Social Research, University of Michigan	Ongoing	Ms. Chardoul worked to organize, implement, and analyze data from the 2012–2013 Michigan Pilot of Educator Evaluation Tools and frequently reported pilot progress to the MCEE.

Name	State/ Position	Date Consulted	Information Provided
Charlotte Danielson	Founder of the Danielson Group and creator of the Danielson Framework	April 19, 2012	Ms. Danielson explained more details about training, cost, feasibility, reliability, and validity of the Danielson Framework.
Julie Everly	**Michigan** Assistant superintendent for elementary education, Monroe Public Schools	January 18, 2012	Ms. Everly explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools.
Steve Fink	**State of Washington** Executive director at Center for Education Leadership, University of Washington College of Education	March 7, 2012	Mr. Fink contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
John Graves	**Michigan** Lecturer, University of Michigan School of Education and former superintendent, Jackson County Intermediate School District	Ongoing	Mr. Graves worked closely with the 2012–2013 Michigan Pilot Study of Educator Evaluation Tools and provided guidance to the council regarding the implementation of evaluation tools in districts across the state.
Edie Holcomb	**State of Washington** Program facilitator at Washington's Teacher and Principal Evaluation Pilot	March 7, 2012	Mr. Holcomb contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Thomas Howell	**Michigan** Director of the Center for Performance and Information (CEPI)	April 22, 2013	Mr. Howell is responsible for the implementation of the state's education longitudinal data system. He shared with the council information about student rostering systems and the linking of teachers to students to assess instructional responsibility.

Name	State/ Position	Date Consulted	Information Provided
Max Hunsicker	**Michigan** Senior director of coaching and learning, National Heritage Academies	March 1, 2012	Mr. Hunsicker shared information regarding National Heritage Academies' teacher evaluation system.
Jason Kennedy	**Michigan** Principal, Oakridge Public Schools	February 27, 2012	Mr. Kennedy discussed the evaluation system currently used by Oakridge Public Schools.
John Lane	**Michigan** Researcher and graduate student, Michigan State University	Ongoing	Mr. Lane attended several council meetings and provided targeted assistance and research to council members.
Tom Livezey	**Michigan** Superintendent, Oakridge Public Schools	February 27, 2012	Mr. Livezey discussed the evaluation system currently used by Oakridge Public Schools.
Dan McCaffrey	PNC Chair in Policy Analysis and senior statistician at RAND Corporation	February 21, 2012	Mr. McCaffrey guided the council through an introduction of value-added modeling and answered council members' questions.
Laurie McCullough	Chief Strategy Officer, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Ryan McLeod	**Michigan** Assistant superintendent for secondary education, Monroe Public Schools	January 18, 2012	Mr. McLeod explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools
Michaela Miller	**State of Washington** Program manager, Washington's Teacher and Principal Evaluation Pilot	April 2, 2012	Ms. Miller shared information regarding the training, cost, and feasibility of an evaluation tool pilot, like the one she is working with in Washington.

Name	State/ Position	Date Consulted	Information Provided
Brian Rowan	**Michigan** Burke A. Hinsdale Collegiate Professor, University of Michigan School of Education	Ongoing	Dr. Rowan attended many council meetings as an ongoing consultant. He has provided guidance around student growth modeling, calculating validity and reliability, assessment, and understanding large-scale implementation of evaluation tools in schools and LEAs.
Lorrie Shepard	**Colorado** Dean & Distinguished Professor, School of Education, University of Colorado at Boulder	March 16, 2012	Dean Shepard met with council members via Skype to explain the educator evaluation reform process in Colorado. She discussed Colorado's timeline, resources, process, and lessons learned.
James Stronge	Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary.	December 11, 2013	Dr. Stronge shared his research and expertise related to assessing teachers in non-tested grades and subjects, including the use of student learning objectives (SLOs).
Ginny Vitello	Research and evaluation director, Teachstone	March 20, 2012	Ms. Vitello helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Barbara Ward	**Michigan** Survey director, Institute of Social Research, University of Michigan	May 8, 2013	Ms. Ward worked to organize and gather and analyze data from the structured review of four administrator evaluation tools. Ms. Ward presented results to the council.

Name	State/ Position	Date Consulted	Information Provided
Suzanne Wilson	**Michigan** University Distinguished Professor, chair of the department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching, Michigan State University	Ongoing	Dr. Wilson attended many council meetings as an ongoing consultant. She provided invaluable information regarding observation tools, other states' experiences, and the large-scale implementation of evaluation systems in schools and LEAs. Dr. Wilson has also written memorandums that helped to organize and articulate the council's ideas and findings.

Appendix D: Out-of Meeting Consultations

Name	Position	Date Consulted	Information Provided
Katy Anthes	**Colorado** Executive director of educator effectiveness, Colorado Department of Education	March 26, 2012	Ms. Anthes provided information regarding Colorado's evaluation reform process. She answered questions regarding Colorado's pilot, cost, and lessons learned.
Amber Arellano	**Michigan** Executive director, The Education Trust – Midwest	Ongoing	Ms. Arellano has provided ongoing support and guidance by conducting research, building understanding of other states' evaluation systems, and aiding in the navigation of political environments.
Harold Doran	Principal research scientist, American Institutes for Research (AIR)	September 21, 2012	Mr. Doran met with a council subgroup to discuss AIR's experience working with educator evaluation and their value-added services.
Philip R. Fletcher	Senior research scientist, Pearson Education	September 24, 2012	Mr. Fletcher met with a council subgroup to discuss Pearson's experience working with educator evaluation and their value-added services.
Emily Houk	**Michigan** Vice president, Public Sector Consultants	April and May, 2013	Ms. Houk spoke with a council subgroup to discuss the infrastructure necessary to implement the council's recommendations.
Drew Jacobs	**Michigan** Data and policy analyst, The Education Trust Midwest	Ongoing	Mr. Jacobs has provided insight into the waiver process, evaluation tools, and other states' reform processes.
Wayne Kuipers	**Michigan** Government relations, State of Michigan at SAS	September 20, 2012	Mr. Kuipers met with a council subgroup to discuss SAS's experience working with educator evaluation and their value-added services.

Name	Position	Date Consulted	Information Provided
Daniel Lamboley	**Illinois** Principal, Parkside Junior High School	October 12, 2012	Mr. Lamboley provided a council subgroup with information about the Illinois State Model for Principal Evaluation and its implementation in his state.
Mariann Lemke	Principal research analyst, American Institutes for Research (AIR)	September 21, 2012	Ms. Lemke met with a council subgroup to discuss AIR's experience working with educator evaluation and their value-added services.
Sarah Lenhoff	**Michigan** Assistant director of policy and research, The Education Trust – Midwest	Ongoing	Ms. Lenhoff has helped the council understand more about pilots, evaluation tools (particularly student growth tools), and building capacity around evaluation systems.
Chelsea Maupin	**Michigan** Research and policy coordinator, Pace & Partners	Ongoing	Ms. Maupin has assisted the council with communications around the release of the final report and recommendation implementation.
Sean McLaughlin	**Wisconsin** Production manager, Value-Added Research Center (VARC), University of Wisconsin-Madison	September 27, 2012	Mr. McLaughlin met with a council subgroup to discuss VARC's experience working with educator evaluation and their value-added services.
Robert Meyer	**Wisconsin** Director, Value-Added Research Center (VARC), University of Wisconsin-Madison	September 27, 2012	Mr. Meyer met with a council subgroup to discuss VARC's experience working with educator evaluation and their value-added services.
Daniel Murphy	Research scientist, Pearson	September 24, 2012	Mr. Murphy met with a council subgroup to discuss Pearson's experience working with educator evaluation and their value-added services.

Name	Position	Date Consulted	Information Provided
Robert Murphy	**New Jersey** Principal, East Brunswick High School	March 2012	Mr. Murphy discussed the observation tool that New Jersey currently uses to assess teachers. He addressed the cost, feasibility, and feedback from teachers for the tool.
Mike Nowlin	**Michigan** Senior public relations and policy manager, Pace & Partners	Ongoing	Mr. Nowlin has assisted the council with communications around the release of the final report and recommendation implementation.
Andrew Rice	**Wisconsin** Associate director for technical projects, Value-Added Research Center (VARC), University of Wisconsin-Madison	September 27, 2012	Mr. Rice met with a council subgroup to discuss VARC's experience working with educator evaluation and their value-added services.
Julia Simmerer	**Ohio** Director, Office of Educator Effectiveness, Ohio Department of Education	April 4, 2012	Ms. Simmerer provided information regarding Ohio's observation tools, their training on these tools, and their pilot. She provided insight on the resources that Ohio needs in order for this process to be implemented effectively.
Matt Smith	**Colorado** Chair, Colorado State Council for Educator Effectiveness, and vice president, Engineering & IT Systems, United Launch Alliance	April 2012	Mr. Smith discussed how Colorado used information from their pilot program to aid the state, administrators, and teachers in understanding and adapting evaluation systems.
John White	Director, SAS Education Value-Added Assessment System for K-12	September 20, 2012	Mr. White met with a council subgroup to discuss SAS EVAAS's experience working with educator evaluation and their value-added services.

Name	Position	Date Consulted	Information Provided
Walter (Denny) Way	Senior vice president, Measurement Services, Assessment and Information, Pearson	September 24, 2012	Mr. Way met with a council subgroup to discuss Pearson's experience working with educator evaluation and their value-added services.
Roni Rucker Waters	**Michigan** Account manager, Pace & Partners	Ongoing	Ms. Waters has assisted the council with communications around the release of their final report and recommendation implementation.
Nadja Young	Education specialist, SAS Education Value-Added Assessment System for K-12	September 20, 2012	Ms. Young met with a council subgroup to discuss SAS EVAAS's experience working with educator evaluation and their value-added services.

Appendix E: Research and Resources

Other States' Reports		
Document Title	Publishing Organization	Description of Document and Web Link
The State Council for Educator Effectiveness Report and Recommendations (2011)	Colorado's State Council for Educator Effectiveness	This report details the evaluation recommendations made by Colorado's State Council for Educator Effectiveness. Colorado Report
Teacher and Principal Evaluation Pilot Report to the Legislature (2011)	State of Washington's Office of the Superintendent of Public Instruction	This report to the Washington legislature details the teacher and educator evaluation reform process and pilot. Washington Report
The Rhode Island Model: Teacher Evaluation and Support System (2013)	Rhode Island Board of Regents	This guide explains Rhode Island's teacher and administrator evaluation process. Rhode Island Report
RISE Evaluator and Teacher Handbook 1.0 (2011)	Indiana Department of Education, RISE Evaluation and Development System	This handbook details Indiana's teacher evaluation system. Indiana Report 1.0
RISE Evaluator and Teacher Handbook 2.0 (2012)	Indiana Department of Education, RISE Evaluation and Development System	This handbook details Indiana's updated teacher evaluation system. Indiana Report 2.0
Building a Breakthrough Framework for Educator Evaluation in the Commonwealth (2011)	Massachusetts Task Force on the Evaluation of Teachers and Administrators	This framework details the educator evaluation system in Massachusetts. Massachusetts Report
North Carolina Teacher Evaluation Process	Public Schools of North Carolina, State Board of Educations, Department of Public Instruction	This report explains North Carolina's teacher evaluation process. North Carolina Report

Other States' Reports (continued)		
Document Title	Publishing Organization	Description of Document and Web Link
Databases on State Teacher and Principal Evaluation Policies	American Institutes for Research	This website compares the evaluation systems of states across the country. State Database Comparison

Michigan Department of Education Documents		
Document Title	Publishing Organization	Web Link
Professional Standards for Michigan Teachers	Michigan Department of Education	PSMT Report
Michigan's Teaching for Learning Framework	Michigan Department of Education	TFL Framework
Michigan's School Improvement Framework	Michigan Department of Education	SI Framework

Research Papers and Other Reports		
Document Title	Publishing Organization	Description of Document and Web Link
Gathering Feedback for Teaching (2012)	Bill and Melinda Gates Foundation, Measures of Effective Teaching (MET) Project	This report presents an in-depth discussion of the analytical methods and findings from the Measures of Effective Teaching (MET) project's analysis of classroom observations. Feedback for Teaching Brief
Measuring What Matters (2011)	Aaron M. Pallas, Phi Delta Kappan	This paper argues that all states should adopt a new system of program accountability guided by recommended principles. Measuring What Matters
Teacher Evaluation in Michigan (2012)	The Education Trust – Midwest	This report describes Michigan's teacher evaluation legislation and reform process. Teacher Evaluation in Michigan

Observation Tool Frameworks and Resources		
Document Title	Publishing Organization	Web Link
Charlotte Danielson's Framework for Teaching (2011)	The Danielson Group	FFT 2011 Revised
Scales and Evidences for the Marzano Teacher Evaluation Model (2013)	Learning Sciences Marzano Center	Marzano Teacher Evaluation Model
CLASS Implementation Guide (2009)	Classroom Assessment Scoring System, Teachstone Inc.	Class Implementation Guide
5D+ Teacher Evaluation Rubric (2012)	Center for Educational Leadership, University of Washington College of Education	5D Framework
Understand the Teacher Advancement Program	Teacher Advancement Program Foundation	TAP Overview
The Thoughtful Classroom Teacher Effectiveness Rubric: Administrator's Observation Guide	The Thoughtful Classroom	The Thoughtful Classroom Framework Guide
Rating a Teacher Observation Tool	The New Teacher Project	This PowerPoint specifies ways to ensure classroom observations are focused and rigorous. Rating a Teacher Observation Tool

Student Growth Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models (2005)	Henry I. Braun, ETS	This paper serves as a review of the opportunities and constraints of value-added models as applied to teacher evaluation. The author argues that value-added models are helpful in identifying teachers in need of professional development and low performing schools, but also includes cautions surrounding technical limitations. Using Student Progress to Evaluate Teachers
Passing Muster: Evaluating Teacher Evaluation Systems (2011)	Brown Center on Education Policy at Brookings	This article provides an overview for evaluating the technical characteristics of teacher evaluation systems and includes worked examples. Passing Muster
The Long-Tern Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood (2011)	Raj Chetty, John N. Friedman, and Johan E. Rockoff	This report addresses the long-term impacts of teachers, and viewing those impacts through student outcome data. Long-Term Impacts of Teachers
Evaluating Teacher Evaluation: Popular Modes of Evaluating Teachers are Fraught with Inaccuracies and Inconsistencies, but the Field has Identified Better Approaches (2012)	Audrey Amrein-Beardsley, Linda Darling-Hammond, Edward Haertel, and Jesse Rothstein Phi Delta Kappan	This article argues that many modes of evaluating teachers are not as reliable as their promoters claim, but other options are available. Evaluating Teacher Evaluation
The Colorado Growth Model: Using Norm- and Criterion-Referenced Growth Calculations to Ensure that All Students are Held to High Academic Standards (2011)	William J. Bonk, Ph.D., Colorado Department of Education	This brief paper provides an overview of Colorado's student growth model. Colorado Growth Model

Student Growth Resources (continued)		
Document Title	Publishing Organization	Description of Document and Web Link
A Measured Approach	Daniel Koretz	This paper offers an accessible introduction to measurement issues related to teacher evaluation and value-added models. A Measured Approach
Getting Value Out of Value-Added: Report of a Workshop (2010)	Henry Braun, Naomi Chudowsky, and Judith Koenig The National Academies	This document summarizes the perspective of participants in a 2008 National Research Council workshop on value-added models. Report of A Workshop
Using Student Performance to Evaluate Teachers (2011)	Rand Education	This document summarizes the importance of incorporating multiple measures of teacher performance in an evaluation system. Student Performance to Evaluate Teachers

Non-Tested Subject Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Measuring Student Achievement in Non-Tested Grades and Subjects: Approaches, Issues, and Options for DCPS (2011)	District of Columbia Public Schools	This report documents Washington, D.C.'s system of evaluating teachers with non-tested subjects and grades. DC Non-Tested Grades and Subjects
Measuring Growth for Non-Tested Subjects and Grades (2011)	Tennessee First to the Top	This report documents Tennessee's system of evaluating teachers with non-tested subjects and grades. Tennessee Non-Tested Grades and Subjects

Student Learning Objective Resources		
Document/Website Title	Organization	Web Link
Guide for the Development of Student Learning Objectives (2009)	Austin, Texas ISD – REACH	Austin, TX Developing SLOs
REACH SLO Manual (2011)	Austin, Texas ISD – REACH	Austin, TX SLO Manual
2011-2012 Student Learning Objectives Examples (2009-2010)	Austin, Texas ISD – REACH	Austin, TX SLO Examples
Student Learning Objectives website (2013)	Austin, Texas ISD – REACH	Austin, TX SLO Website
Student Learning Objectives Handbook Version 2.0	Indiana Department of Education – RISE	Indiana SLO Handbook
A Guide to Using SLOs as a Locally-Determined Measure of Student Growth	Ohio Department of Education	Ohio SLO Guide
Indicators of a Strong SLO (2013)	Rhode Island Department of Education	Rhode Island Indicators of a Strong SLO
Guide for Educators: Writing Student Learning Objectives (2013)	Rhode Island Department of Education	Rhode Island SLO Writing Guide
SLO Quality Check Tool (2013)	Rhode Island Department of Education	Rhode Island Quality Check Tool
SLO Examples by Grade/Subject (2013)	Rhode Island Department of Education	Rhode Island SLO Examples

Appendix F: Administrator Evaluation Tools

Administrator Evaluation Tools		
Document Title	Publishing Organization	Web Link
Illinois State Board of Education Performance Evaluation Advisory Council State Model for Principal Evaluation (2012)	The Illinois Performance Evaluation Advisory Council (PEAC)	Illinois Principal Evaluation Model
RISE Evaluator and Principal Handbook (2012)	Indiana Department of Education	Indiana Principal Evaluation Model
Marzano School Leadership Evaluation Model (2012)	Learning Sciences Marzano Center for Teacher and Leadership Evaluation	Marzano School Leadership Evaluation Model
Reeves' Leadership Performance Matrix (2011)	The Leadership and Learning Center	Reeves Leadership Performance Matrix
School ADvance: Administrator Evaluation System for Learning, Growth, and Adaptation	Michigan Association of School Administrators School ADvance Administrator Evaluation	MASA School ADvance Documents and Information

Appendix G: ISR's Administrator Evaluation Tool Structured Review Report

Michigan Council for Educator Effectiveness
Administrator Evaluation Systems Focus Groups
Final Report

Background
The Michigan Council for Educator Effectiveness (MCEE) was established in June of 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). The MCEE is charged with developing a fair, transparent and feasible evaluation system for teachers and schools administrators, with the overall goal of enhancing instruction, improving student achievement, and supporting ongoing professional learning.

The University of Michigan's Survey Research Operations Group (SRO) of the Survey Research Center was engaged by the MCEE to conduct ten focus groups across the State of Michigan. The purpose of the focus groups was to gather qualitative data regarding five administrator evaluation tools selected by the MCEE. Participants in the focus groups would be superintendents or individuals in other roles with responsibility for evaluating school principals. The five tools that were reviewed are listed below:

- Illinois State Model for Principal Evaluation
- Indiana (RISE) Evaluation and Development System
- Marzano School Leadership Evaluation Model
- MASA School ADvance Administrator Evaluation System
- Reeves Multidimensional Leadership Performance Matrix

Recruitment
ISD/RESA Recruitment. One intermediate school district (ISD) or regional educational service agency (RESA) was selected for participation from each of Michigan's ten statewide educational regions. In addition, school districts participating in the MCEE Pilot program were to be included in recruitment for the focus groups. The ten ISDs/RESAs selected for the project are listed below, along with the dates on which the focus groups were held:

- Genesee ISD February 21, 2013
- Marquette/Alger RESA February 22, 2013
- Traverse Bay Area ISD February 26, 2013
- Saginaw ISD February 28, 2013
- Ingham ISD February 28, 2013
- Wayne County RESA March 1, 2013
- Washtenaw ISD March 4, 2013
- Kalamazoo RESA March 5, 2013
- Kent ISD March 5, 2013
- Oakland Schools March 6, 2013

Each ISD/RESA superintendent was contacted by email, with a follow-up phone call from the project manager at SRO. The project manager worked with the ISDs/RESAs to schedule the focus group at a date and time convenient to the ISDs/RESAs and to the overall project schedule. Focus groups were scheduled to allow both travel time to and from the ISDs/RESAs, and some modest schedule leeway in case of inclement weather. ISD/RESA conference facilities were fully scheduled for several weeks in advance, which led to focus groups being held at later dates than were originally desired.

Participant Recruitment. Each ISD/RESA liaison was asked to provide a list of district superintendents and suggestions for charter school representation, from which SRO would conduct recruitment activities. Five ISDs/RESAs chose to contact and recruit focus group participants, rather than having SRO conduct recruitment activities. Those ISDs believed that they would have greater success in obtaining

representation from their membership. The five ISDs/RESAs conducting recruitment were Genesee, Traverse Bay, Ingham, Wayne and Washtenaw. SRO provided guidance about recruitment, requesting inclusion of Pilot and some charter schools from within the ISD/RESA. They were asked, if possible, to attempt to provide a range of rural and urban or suburban, and large, medium and small district representation. They were also asked to avoid supervisor/supervisee pairs in order to allow unconstrained discussion.

In those ISDs where SRO conducted participant recruitment, SRO selected district superintendents and charter school directors or superintendents from lists provided by the ISDs/RESAs. In small districts, all public school superintendents and superintendents/directors from larger charter schools were included in recruitment. In large ISDs/RESAs, prospective participants were selected to provide representation from various-sized districts, rural, urban and suburban areas, and charter schools.

All school districts participating in the MCEE Pilot program were included in focus group recruitment. ISDs/RESAs conducting their own recruitment were given Pilot school information and requested to include the Pilot schools in recruitment efforts. All remaining Pilot schools were invited to a focus group in the ISD/RESA closest to each school's location.

Prospective participants were sent an email invitation to a focus group. Email invitations were individually sent to prospective participants in order to avoid spam filters. The invitation encouraged the superintendent of a district or charter to nominate another person from the school system if he/she were unable to participate. Those participants who did not respond to the email invitation within one week received follow-up telephone contact from a trained survey specialist at SRO.

The response rate to email invitations and telephone follow-up was low, and considerable effort was expended to attempt to contact and recruit participants. When possible, administrative assistants in superintendents' offices were contacted to assist with contact and/or scheduling. When contact was made with someone in the superintendent's office, the district was encouraged to send another representative if the superintendent was unable to attend. Multiple calls were made to non-respondents using scripted messages for answering machines. The project manager at SRO contacted ISD/RESA superintendents to request assistance with recruitment. ISD/RESA superintendents were given a copy of the email invitation, and asked if they could stress the importance of the opportunity to provide input in order to encourage participation by their member-superintendents. These contacts, along with increased telephone follow-up, assisted with boosting attendance at the focus groups.

Participant Mailing. Confirmed focus group participants received an advance mailing timed to arrive approximately one week prior to the focus group. The mailing consisted of a small binder with a cover letter explaining the background and scope, date and time of the focus group; a list of questions to consider as they read through the materials; documentation regarding an administrator evaluation tool (provided by the MCEE project manager); and the State of Michigan Standards for Preparation of Principals. Prospective participants were asked to read the materials in the binder prior to attending the focus group, and to bring the binder to the focus group. In smaller ISDs/RESAs where facilities could accommodate 100% attendance, all non-responders received the advance mailing in addition to those who responded affirmatively.

Focus Group Logistics and Moderation

Focus groups were conducted at ISD conference facilities. Although offered, no ISDs/RESAs accepted reimbursement for use of the facilities. Light refreshments were provided in all focus groups. All participants were given an incentive payment of $40 cash prior to the start of the focus group. Some participants refused the incentive, and many participants indicated that the incentive would be given to the school district. Consent forms were not required for this project; focus group participants were assured of the confidentiality of the discussion during introductory statements.

Focus group size ranged from 6 to 15 participants, with an average of 9 participants in each session. Seven out of the original 14 MCEE Pilot districts sent representatives to a focus group. Pilot districts were

represented in five out of ten focus groups. Four charter school systems were represented across two sessions.

Focus Group Site	Total Participants at Site	Pilot Districts Represented	Charter Schools Represented
Genesee:	15	2	0
Marquette:	6	0	0
Traverse:	8	0	0
Saginaw:	11	1	0
Ingham:	8	0	2
Wayne:	9	1	0
Washtenaw:	8	0	0
Kalamazoo:	9	2	2
Kent:	8	0	0
Oakland:	10	1	0
Total Participants:	92	7	4

Two SRO project managers conducted all ten focus groups. One person moderated while the other took notes. Moderation and note-taking roles were rotated in each focus group. All focus groups were audio recorded to assist with compiling and verifying notes. Each focus group lasted between 90 minutes and two hours.

A standard moderator's guide was used for all focus groups. The moderator's guide focused on the main framework for the tool (domains, indicators and behaviors, rubric); feasibility; and implementation of the tool. A handout that summarized the domains and subdomains and artifacts/evidence for the tool was given to participants at the start of each session.

The intent of each focus group was to gather input on one administrator evaluation tool by discussing the domains, the indicators and behaviors, the rubric, and the feasibility of implementation. Moderation followed a standard format and focused on the major questions that were sent to prospective participants, with probing questions inserted as necessary to clarify statements or direct the conversation. As noted above, participants received a list of questions to consider as they reviewed the documentation about the evaluation tool to be discussed. The questions helped focus the participants as they read through the materials provided. In many cases the discussion of the participants naturally followed the questions provided. In other cases the participants discussed the major topics, although not always in the order in which the questions were presented.

Focus group findings are qualitative in nature and cannot be generalized to any larger group. Participant comments are based on individual perceptions and experiences. Paraphrased quotations are shown in *italicized text*. Specific districts and commenters are not identified to protect confidentiality.

Results

Discussions in the groups were rich, tended to be lively, and sometimes reached a philosophical and conceptual level. As participants debated the merits of the tool in front of them, discussion ranged from the intent and form of the evaluation process to the nature and complexity of the job of a principal, to how to capture that complexity in the language describing the domains and subdomains, to the priorities between the domains, to the purpose of and use of evidence in the evaluation process. All participants expressed gratitude for being asked to participate in the discussion. All appeared to think the discussion was helpful and brought important issues to the forefront.

There was a great deal of diversity among the types of districts and school systems represented in the focus groups. Districts ranged from small rural districts where one person served in the role of superintendent for the district as well as principal for one or more schools, to urban schools where principals might have responsibility for building management and another role or roles such as that of athletic or transportation director; from small charter schools where the director also served as the principal, to large suburban districts where building principals are supported by several assistant principals, each of whom is assigned a specific area of responsibility (discipline, instructional support, etc.). This diversity led to wide range of opinions about the tools that were reviewed and the relative importance of various features in the tools.

Diversity exists in the evaluation systems currently being used in districts across the state. Current systems range from more complex rubric-based systems to simple narratives. A few participants cited the Danielson model and the Marzano model as frameworks for current administrator evaluation tools, although the form of the actual evaluation process varied from solely narrative to rubric-based evaluation supplemented with narrative. Some districts had recently adopted or were in the process of adopting rubric-based evaluation systems based on and building upon teacher evaluation models. Large districts frequently used some form of electronic system for collecting and filing evidence, such as STAGES or Teachscape. Many districts have incorporated goal-setting and self-evaluation into the evaluation process. An emerging practice that was mentioned in several focus groups was the concept that all evaluations in a school or district, from teachers up through administrators and central office staff, would build upon each other and be linked to a central set of district goals. This practice was described as having the evaluations “roll up” from one level to the next. The features most often cited as being “liked” about the current systems were the inclusion of a goal setting exercise and processes that led to an in-depth dialog between the evaluator and the principal. Simplicity and efficiency with respect to the amount of time required to complete the evaluation process, and inclusion of a self-assessment or reflection were also mentioned by participants. Other items mentioned as being “liked” were integration with school or district goals, inclusion of a narrative section and the use of evidence.

It is perhaps understandable, given the diversity of the school systems represented and the various tools currently in use, that there was no general agreement across the focus groups about a “best” model for administrator evaluation. Participants disagreed within and across groups about the features and frameworks of the tools reviewed. For instance, while some participants cited the Marzano system as being a model for administrator evaluations, participants in the two groups that reviewed the Marzano tool disliked its length, its perceived complexity, and its lack of attention to management skills. We can therefore make no recommendation regarding preference among the five tools that were evaluated. Although there was little agreement within or across groups regarding tools, common themes did emerge from the focus group discussions regardless of the tool being discussed. These common themes, presented below, provide important information to be considered when discussing selection of an administrator evaluation tool for the State of Michigan.

Themes

Purpose and Intent of the Evaluation Tool

- All groups recognized that the State desires a summative rating of principals. Participants expressed a desire for a tool that is *formative* as well, and can be used for growth and development of principals. The tool should be supportive of emerging principals as well as providing guidance and feedback for experienced principals.
    - *We want to avoid this being a documentation tool as opposed to a growth and improvement tool.*
    - *We encourage people to stretch professionally and set high goals. We have to make it a safe environment to do that.*
    - *We want a tool that is formative rather than summative.*
    - *We know the State wants the summative number at the end. We want to emphasize the formative piece--that is what we are really trying to accomplish.*
    - *We don’t want this investment to be a compliance exercise. This should be more of a process that evokes growth.*

- *Evaluation is an event. Feedback and growth is a process. We want the process that results in growth.*

- The usability of the Michigan Standards for Preparation of Principals was raised as an issue in at least three focus groups. Participants commented that the standards were too long and detailed, and out-of-date. Many participants stated that the standards should be updated, with some agreeing that only after revision should an evaluation tool be selected to support the revised standards.

Communication from the MCEE

- Gathering input from the districts (by conducting focus groups) prior to selecting a tool was viewed very positively by all participants.
  - *Thank you for coming out and hearing from people in the field.*
  - *Thank you for this process.*
  - *Thank the MCEE. We have had so much more feedback and opportunity in this process than any other time.*

Adaptability

- The great diversity among the types and sizes of districts was broadly recognized and discussed. In addition, there was broad recognition that the job of a principal is complex, and that the focus of any particular principal will vary greatly by building and/or district, or by year within the same building or district. The diversity among the districts, and the variety and complexity of the job of the principal, led to the desire to customize or adapt tools to meet local needs and priorities.
  - *One size fits all doesn't work. The evaluation system will need to be adapted to each school district.*
  - *We need to be able to reflect the differences between buildings, districts, size and local issues in the schools. We need that flexibility.*
  - *We need to have flexibility in terms of setting the priorities underneath each domain. My district may be different from your district.*
  - *It must have the flexibility to be an effective evaluation tool for evaluation in a high urban area with lots of social issues, versus a one-room school house in the Keweenaw Peninsula.*

- Adaptation strategies could involve deleting, adding or placing increased emphasis on domains or subdomains, or determining definitions based on local needs and the local school improvement plan. Additional adaptations could involve adding elements such as self-evaluations or narratives to complement the rubric.
  - *Instead of the shotgun approach, this could be customized to a building or to a need.*
  - *Maybe we should be defining some of the rubric based on school improvement plan or district initiatives. Then you get alignment to district on school improvement plan, rather than using an off-the shelf tool.*
  - *All of our principals in our districts have different roles. We need to use the tool a la carte, to choose domains to fit the principal. We need flexibility to apply the domains.*
  - *We need to allow for flexibility to add locally-established goals that are set by the School Board.*

Rubric

- All agreed that a simple but comprehensive model or rubric, based on the most current research on leadership, that could be adapted locally, would be best. In general, rubrics were felt to be helpful because they removed some level of subjectivity from the evaluation. They could also be seen to be too complex or rigid to be easily used in the variety of district sizes and configurations found across the State of Michigan.
  - *Rubrics help the evaluator and the person being evaluated. It is not about <u>who</u> you like.*
  - *I like that it forces us to start in one place to help us make a less subjective judgment.*

- *Rubrics are great for defining expectations and painting a picture of what we want it to look like.*
- *The rubric style is good, but it needs to capture the range of a principal's performance.*
- *Principals in different schools and districts have different challenges (climate, financial, expectations from student homes, school readiness, etc.). Superintendents need to have the flexibility to modify the tool to the situation.*

- There is a feeling that long rubrics are not helpful and will potentially damage the dialog between the evaluator and the principal by diverting attention to the details and checklists, and away from growth. Long rubrics with many domains and subdomains are described as overwhelming. The focus on improving performance will become lost in the detail. *"Less is more"* was a phrase stated in several focus groups.
  - *Less is more. Setting two or three goals to focus on some of these concepts would be stronger.*
  - *If you have to go through all of these [domains], the effect gets watered down and it might not move the building forward.*
  - *Quantity isn't quality. There are WAY too many domains [in the rubric].*
  - *I feel overwhelmed. As you look at each one of those things and try to give equal judgment to all of those things, it becomes too much.*
  - *This will become a compliance exercise.*
  - *This will become perfunctory. Get it done, and go through it, because there is so much. It makes it hard to do anything with any validity at all.*

- If the rubric is long and contains many domains/subdomains, evaluators will want to focus on a few key items in each evaluation period (adapting to local priorities and needs). A few participants asked for identification of, or emphasis on, *the highest leverage* skills or important domains identified in the research, in order to narrow the focus and reduce the length of the rubric.
  - *Go through the rubric and pick a goal for people who are doing well.*
  - *Less is more. Setting two or three goals to focus on, using these concepts, would be stronger.*
  - *I would distill these for a particular person and that person's needs. You have to distill it down to a plan that you work on collaboratively with that specific individual.*
  - *That scope is just so huge, it reaches a point that you have to focus on some very specific components.*
  - *I would not evaluate on every single one of the areas; I would focus on the areas where the person is struggling.*

- School board members who conduct evaluations will have trouble understanding and using complicated rubrics.
  - *How would the board do this? They do not understand the vocabulary.*
  - *A user would need underlying knowledge of instructional practices.*
  - *It will take coaching to ensure consistency in how tools are being used by the boards.*

- The presence of a rubric is generally helpful to start evaluation conversations and mediate any legal challenges.
  - *It is the conversation that stems from the rubric that is important.*
  - *The dialog is the most important thing in the evaluation. The instrument shapes the dialog.*
  - *We must have metrics that are reliable and valid. We have to protect ourselves in case of layoffs or personnel issues.*
  - *The end product must be defensible on the witness stand.*

- A majority of participants requested more specific language in rubrics, citing the lack of clarity around descriptors of behavior, and personal viewpoints regarding meaning of certain words or phrases.
  - *What does it (good performance) look like, what does it sound like, what does it feel like?*
  - *The individual definition of the words is a problem. Words like "frequently" mean different things to different people.*
  - *If definitions are subjective, you lose the goal of consistency in implementation across the state.*
  - *Maybe the tool isn't good enough if we have to spend a lot of time defining what each cell means.*

- Others felt less specific language helped the districts define local needs.
  - *I'm ok with that loose definition. Looseness allows for conversations to start, you define what that means in your district.*
  - *I like this rubric. Other rubrics use words like "always" and "never". This gives you a wider base on which to make a decision. You can quantify items in a discussion with the principal.*

- Relative weighting of the domains and subdomains in the rubric, and how the relative weights would or should contribute to a summative rating was not clear to many participants. Participants discussed allowing districts to use individual, building or district-level goals to guide the weighting. However there was some recognition in at least one group that prescribing weights removed a level of subjectivity from the evaluation process. When guidance was provided in the tool, the prescribed weighting of domains was sometimes viewed negatively and deemed to be unresponsive to local needs.
  - *How would these domains be weighted? Some have more elements than others—do those domains carry extra weight?*
  - *Weighting (domains) should be flexible – by district – I don't think there is a one size fits all for weighting it.*
  - *Can local districts weight the domains based on local goals?*
  - *What are the metrics behind these evaluations? How would these categories be weighted?*

- In at least two groups, there was discussion about summing ratings across domains, and what methodology or weighting should be used to arrive at an overall rating. It was felt that those items which would cause the most impact in the buildings or districts (management skills, interpersonal skills) should be weighted more heavily, and should explicitly be included in the rubrics. With the exceptions of management, interpersonal skills, and professional integrity, there was no agreement as to which items should be weighted more heavily to develop a summative rating. It was suggested by some that any weighting should be based on the most current research on school leadership with the goal of improving student learning.
  - *What if you have someone who does well on a rubric, but isn't a good fit for your district?*
  - *What if the person scores well in most areas, but one area is so bad that it has an adverse impact on the school? Will that one area impact the rubric appropriately?*
  - *How many domains have to be unsatisfactory for it to result in serious action? Could one unsatisfactory be a deal breaker?*

- Summative ratings that differed from the State of Michigan required language were noted. Participants wondered if the rubrics would be valid after modification to match the State of Michigan language.

- Participants in several focus groups expressed concern about the calculation of student growth and achievement. There is concern about reliance on the MEAP, although some districts do not have resources to pay for other tests that might be allowable. Participants in all focus groups

noted that they would like to have a decision on, and information about, the process for calculating student growth and achievement.
  - *Other tests might be more important to measure growth through the year than the MEAP.*
  - *We need to look at other data (for growth) instead of just the MEAP.*
  - *The student growth piece is very grey.*

- A goal setting/self-evaluation component was viewed by many as critical to the evaluation and growth process. Some viewed a narrative component as helpful for providing context to a summative rating. The narrative leads to conversations that are critical to the evaluation process
  - *Without a self-reflection piece it becomes another checklist.*
  - *Self-assessment – that is missing – it starts the conversation.*
  - *Using a self-reflection, focusing on a couple of elements… is a way to get flexibility and turn this into a growth piece.*
  - *If I had to live with this, I would incorporate a self-reflection piece to have the principal rate himself/herself on each of the areas.*
  - *The narrative is the most valuable part of the evaluation.*

Domains and Subdomains

- The complexity of the job of principal led to much discussion and debate about the domains and subdomains in each of the rubrics and whether those domains covered the tasks and skill sets needed by a principal.
  - *The administrator's work is a combination of leadership and management skills; they work on technical issues and adaptive issues; they work on planning and execution. I look to see where these things fit within the domains. The domains should reflect these skill sets. We need to evaluate both leadership and management.*
  - *We require principals and building administrators to be experts in organizational management and be able to distill, create, operate, evaluate.*
  - *I view the principal as instructional leader for students and setting those goals but also as instructional leaders for training teachers, for food service workers, for custodians, and different kinds of needs for families – the principal has an ever-expanding role in building the capacity of all.*
  - *I'm struck by the complexity of the principal role when I see the domains isolated like this.*

- Participants agreed that the ordering of the domains in documentation sends a distinct message as to the importance of the domain. It was not clear from the documentation provided as to why one domain was listed before another in the rubrics. It would be helpful if the ordering and selection of domains were explained to users in order to enhance understanding and acceptance of the tool.
  - *What is put first on the list sends a message. The ordering of the domains should be different.*
  - *Principals have a lot of additional duties. Results shouldn't be #1.*
  - *These domains should be re-arranged.*

- Two domains were repeatedly mentioned as missing from the rubrics: building management and "soft skills". Many tools did not either mention or emphasize building management, or "soft skills" (such as communication, conflict management, problem-solving, or stakeholder communication), to the extent that participants felt was necessary. It was repeatedly stated that along with providing instructional leadership, these were key components of a building manager's job. It was also felt that not having these items specifically called out in an evaluation tool might lead to difficulties in terms of moving someone out of a position. Also potentially missing was recognition of the increasing amount of time that principals spend on evaluating teachers.
  - *This is a wonderful tool for evaluating instructional leadership, but there is a lot more to being a building principal.*

- *If you are struggling in managing your building, in professionalism, in communication, then you are not impacting student learning and you can't be evaluated with this rubric. The rubric doesn't address management.*
- *If you are not a good manager, you will not be successful in creating a learning environment.*
- *You can be book-smart, but if you don't have the personal relationship-building characteristics, you won't be able to lead that school.*
- *There needs to be strong focus on getting along with people.*
- *Teacher evaluations are not emphasized enough.*

- Items currently in the domains that could or should be removed were mentioned.
  - In some districts, principals are viewed as implementers of district policy, curriculum and systems, rather than serving as developers. Tools that include development of district policy or curriculum must be adjusted for local conditions.
  - In many districts, principals do not control teacher recruitment and hiring; in some districts the principal may have input in teacher hiring. Tools that have language to suggest that the principals control or are responsible for teacher hiring (or other personnel actions) must be adjusted for local conditions.
  - Roles such as assistant principal, special education director, athletic director, dean of students, etc. may not have tasks in all of the domains. Rather, they may focus in a specific area such as discipline or attendance. Domains, subdomains and indicators must be adjusted for these roles. Similarly, use of the rubrics for other central office personnel will require adjustments.

Evidence/Artifacts

- Types of evidence or artifacts can be suggested, but should be locally determined or defined to meet the needs of the district. Some tools were not clear as to whether evidence items were mandated or merely suggested. Participants expressed a preference for "suggested" evidence.
  - *I assume this is a brainstormed list and you don't have to do all of these.*
  - *I would have the principal define what evidence is needed. We ask them "what does growth look like in your area."*
  - *Mandating use of particular items is not okay. Let the districts and schools have choices.*
  - *Local districts should be able to define what is required as evidence.*
  - *The organization needs to spend time shaping what the district will consider evidence of reaching those goals… what the district defines as evidence.*

- Longer rubrics with extensive lists of required evidence may risk becoming compliance exercises, rather than focusing on growth and development of administrators. In some cases, participants asked for identification of the "highest impact" evidence items as noted in the research. Some participants felt that required evidence should be determined locally in order to make the process more meaningful to principals.
  - *We don't want people to prepare like this is an IRS audit.*
  - *Presence of evidence does not necessarily demonstrate efficiency or effectiveness.*
  - *Evidence is only useful if the principal is using the evidence to understand the current situation, share that understanding with teachers and staff, and develop and implement remediation plans to move the school toward stated goals and objectives.*
  - *We don't want this to be about gathering evidence; we need to have that discussion about growth.*

- An electronic means of collecting and storing evidence (such as STAGES) is very helpful in large districts.

Implementation and Training

- Participants indicated that no new personnel would be hired in response to the adoption of a new evaluation tool. Rather, the superintendents will need to find time to conduct evaluations

using the new system. Technology may be needed to facilitate the evaluation process, especially in larger districts where one superintendent must evaluate a large number of administrators. As noted below, districts may need assistance with the cost of licensing or technology.

- *The person who is doing evaluation now is the same person who will do evaluation later. They will just have to let other work go to make the time needed to get the work done.*
- *The resources are "us". We cannot add resources. We will do it, but something else will have to give.*

- Professional development/training will be needed to ensure consistency of application both within districts, within ISDs, and across the State. The reasons for inclusion of each domain and sub-domain, and how that item contributes to improved instructional leadership should be included with the documentation to facilitate understanding and acceptance of the tool. There was considerable concern expressed about establishing inter-rater reliability for consistent application of the rubric and legal defensibility.

- Participants discussed conducting internal training, or holding extensive debriefing sessions with users in the districts to develop a shared understanding of the terminology and expectations. In most focus groups, the ISDs/RESAs were suggested as focal points for provision of training and ongoing expertise before, during, and after implementation. It was also noted that some type of training program or support would be needed for school board members who will use evaluation tools.
  - *It would be worthwhile having a day-long training with the superintendents and principals, sitting in the same training session, to develop a shared understanding.*
  - *There is a rationale to say that everyone has the same basic training from a fairness and legal standpoint, even it if is a webinar or on-line. It would help to provide inter-rater reliability across the ISD/RESA and across the state.*
  - *We would want a local expert, perhaps at the ISD/RESA, who has been trained extensively to provide support. This would provide an ongoing conversation about the tool and a liaison for discussion of problems.*
  - *Training could be under the umbrella of the ISDs/RESAs. The ISDs/RESAs could build a support network.*

- Implementation should not be rushed. Time must be allowed for planning, training and roll-out. A piloting period is needed, with time for feedback and discussion after seeing the tool in action, followed by appropriate adjustments.
  - *Take the time to get it right.*
  - *We cannot implement a new system overnight.*
  - *Do you want it done, or do you want it done well?*
  - *A critical mistake on the State's end would be to tell us in July that we have to roll this out in August. That will never work.*
  - *Implementation will take time. There needs to be pilot, and it will probably not be perfect. We'll need time to monitor and adjust no matter what the system.*

Feasibility

- Most participants indicated that their districts would be "good soldiers" and implement any tool selected by the State.
  - *We're all professionals. We can implement anything.*
  - *We are all good soldiers. We do what we are told.*
  - *Nothing is a showstopper—we can make anything work. But do we want to comply or do we want to do something that is useful and meaningful? In this region we are hungry for something that is useful and meaningful.*

- Funding was raised as an issue in most focus groups. Funding could prove to be a barrier to implementation, especially in districts currently running or projecting budget deficits. Funding

would be needed for licensing/use fees, and any necessary technology (i.e., iPads, online systems). Most participants felt that the State should provide funding or assistance with funding for the costs of training.

- *[This] should not become an unfunded mandate (repeated in several focus groups).*
- *We can't pay for this. We are a deficit district.*
- *Cost will be an issue for everyone, everyone is already stretched.*
- *If mandated, it should be funded; it will take a huge amount of money. The money is not there.*

- Lack of adaptability to local conditions was cited as a barrier to implementation by a few participants. The majority of participants simply assumed that a tool could and would be adapted to accommodate local needs and priorities.
  - *Can we implement this* [as given]? *Yes. Should we? No.*
  - *We could implement this model and it would be meaningless. Take the key points and let the local districts adapt to their environment and need.*
  - *Lack of flexibility is a show-stopper for me.*

- Adequate time must be provided for implementation. Many participants noted that a significant amount of time would need to be invested both by district leadership and by principals to understand, adapt and implement a new tool.
  - *I would bring in all of my administrators to discuss what words mean, so we are all on the same page.*
  - *Local districts would need time to create local definitions and understanding.*
  - *Our teaching and training would revolve around developing common understanding of meaning for our district, our community, our population, our buildings.*

Focus Group Notes
Summary by Tool

The following documents present a tool-by-tool summary of comments and notes from the focus groups. Notes from the focus groups are grouped by major topic, and discussions have been summarized to show the diversity and range of opinions and comments. Discussions in the group often shifted across topic areas, regardless of the prompt presented; notes are therefore not in chronological order.

Focus group findings are qualitative in nature and cannot be generalized to any larger group. Participant comments are based on individual perceptions and experiences. Paraphrased quotations are shown in *italicized text*. Specific districts and commenters are not identified to protect confidentiality.

Summaries are presented in the following order:

- Illinois State Model for Principal Evaluation
- Indiana (RISE) Evaluation and Development System
- Marzano School Leadership Evaluation Model
- MASA School ADvance Administrator Evaluation System
- Reeves Multidimensional Leadership Performance Matrix

Illinois State Model for Principal Evaluation

Domains

Participants in the first focus group were somewhat more positive about the domains than those in the second focus group. Participants in both groups agreed that the list of domains and subdomains, and the Illinois tool overall, was far too long. Participants described the tool as *quantity instead of quality; overkill and duplicative.* One participant stated that while he liked the domains, the rubric was so large that *you can't get your head around it*. Another participant commented that the large amount of content made it difficult to discern the most important items. There was broad agreement in both groups that 'Improving Teaching and Learning' is the most important domain.

At least three participants in Group 1 stated that they liked the Illinois domains. One participant in Group 1 stated that he could find research on effective schools throughout the rubric. On the other hand, at least two participants in Group 1 felt the definitions of the domains and subdomains were unclear and subjective. *The definitions lack understanding. Some of these things are subjective.* Another felt, with some support from the group, that data-driven decision-making was not covered adequately, and should be called out in its own domain. One participant liked that 'Collaboration' and 'Culture of High Expectations' were presented in separate domains. One participant in Group 1 suggested the rubric could be built around 'Improving Teaching and Learning', with all other domains leading to and supporting Improving 'Teaching and Learning' in order to reduce the perceived number of domains and make the rubric appear more manageable. Group 1 discussed possible domains to eliminate, but no consensus was reached. All felt that the domains which included integrity, school culture, and communication issues were critically important and could not be eliminated.

Participants in Group 2 did not agree on the content of the domains or the tool. Some participants liked the tool and the domains, others did not. There was consensus in Group 2 that the domains and categories were vague, and would be difficult to evaluate. There was also consensus in Group 2 that the tool did not include enough emphasis on communication, collaboration or problem-solving skills. Some participants felt that leadership skills and behaviors should receive more emphasis; others felt that planning behaviors should be more specifically mentioned in the domains and subdomains. At least two participants disagreed with the definition of the 'Leading and Managing Systems Change' domain, but each for different reasons. One participant felt that the description was fine, but that decisions and activities shown in this domain would be done at the district level. The other person disagreed with the definition of the activities listed under 'Systems Change'. The participant felt that 'Systems Change' should reflect an engagement of the staff in order to change the culture and direction of the school.

Participants in Group 2 discussed the complexity of the job of a principal and the diversity of situations in districts across the state. *One size does not fit all for Michigan districts* was stated by one participant, with agreement from many in the group. Group 2 participants discussed possible re-arrangement of the domains to more clearly emphasize that communication and collaboration were required elements in each domain, or that all of the items in the domains are done in support of 'Improving Teaching and Learning'. One participant felt that student achievement and growth should be shown in its own domain; another requested more emphasis on teacher evaluations.

There was consensus in both focus groups that flexibility would be needed to modify the tool for various roles, and building and district goals or needs. Similar to participants in Group 1, the Group 2 participants viewed the role of principal as that of an implementer, rather than a developer, and noted that some language in the domains would need to be changed to reflect implementation activities.

Both Groups briefly discussed the relative importance of domains. While 'Improving Teaching and Learning' was viewed as the most important domain, infractions in the 'Leading with Integrity and Professionalism' domain could lead to a principal being terminated. In Group 2, it was agreed that 'Improving Teaching' should be listed at the first item in the rubric, however the 'Integrity' domain may ultimately carry more importance depending upon the situation. Participants in Group 1 did not come to

any conclusion about ordering of the domains, but agreed that the 'Integrity' domain was critically important.

Indicators and Behaviors
Participants in both groups noted that the Illinois rating terminology was inconsistent with the wording required by the State of Michigan. One participant in Group 1 felt that the Illinois rubric did not mesh well with the State of Michigan Standards for Preparation of Principals.

There was consensus in Group 1 that different indicators would be needed for different administrative roles. It was noted that the indicators needed to be revised to recognize the different between high schools and elementary school administrators. For instance, high school completion rates and college admissions currently included in the indicators would not be appropriate for an elementary principal. There was broad agreement that districts would need flexibility to modify the tool for role, buildings and district-level focus. One participant remarked on an indicator that seemed to say that it would be okay to be non-compliant with FERPA; *you can't be "basic" on FERPA or you will be breaking the law*. At least two participants endorsed adding indicators to the 'Integrity' domain to demonstrate respect for all backgrounds and cultures.

Participants in Group 2 felt that the expectations for performance in the categories were not clear, and descriptors needed to be more concrete. The verbs and descriptors used in the indicators could mean different things to different people, and the behaviors were not clearly laid out. *We would need to unpack this to develop a shared understanding* stated one participant in Group 2. Another participant stated that it was hard to distinguish between the Basic and Proficient categories. Group 2 participants felt that it would difficult to establish inter-rater reliability due to the unclear language in the rubric, allowing the potential for many interpretations to arise.

Participants in Group 2 mentioned a number of items that they felt were not well covered in the indicators: collaboration and communication, leadership skills, and planning and implementation skills.

Evidence
At least two participants in Group 1 liked the list of suggested evidence, and one person noted that the suggested evidence was supported by research. The participants felt that having a common presentation of suggested evidence would help with conversations. It was felt that the evidence should not be the focus of the conversation or the evaluation. *Evidence is only as valuable as the principal's ability to use it for moving the school toward goals* stated one participant. The participants in Group 1 agreed that mandating use of specific examples would not be acceptable; participants felt that districts must have choices in terms of defining evidence of district or building goals and initiatives.

Group 2 was far less enthusiastic about the list of suggested evidence. Comments included: *This is a pile of minutia; this will become a laundry list for compliance; some would like to see this as a checklist.* One participant noted that some of the items listed for evidence are controlled by the district, and are not appropriate to include in an evaluation of a principal. Other evidence items were thought to be more subjective in nature, such as the quality of newsletters. Participants in Group 2 also reacted to the length of the evidence list and felt that list could be reduced by focusing on those items that were supported by research, and therefore more important. One participant noted that there was a *danger* of the list turning into a compliance exercise for principals. At least one participant disagreed, viewing the list as *opportunities, instead of prescriptions*.

Participants in both groups generally agreed that the districts should have flexibility to define evidence according to building or district needs. Most agreed that particular items of evidence could be suggested to districts, but not required. *The evaluation is an event. Feedback and growth is a process. We want the process that results in growth. Don't make this into an audit event by requiring all of this evidence*. *We don't want people to prepare like it is an IRS audit*. Participants in both groups felt that it was important to have the principals to show how they are using data to identify a problem, then develop and implement a plan to remedy the problem.

Rubric

Group 1 participants were more positive about the rubric, with the caveat that flexibility would be needed to meet various needs across roles and districts. There was agreement that the tool was too long and could be overwhelming, leading to the desire to narrow the focus to a few key areas. Comments included: *I like the tool, and would welcome the opportunity to use this with my administrators*; *It feels user-friendly, and is not filled with jargon*; *I feel that these are really well written*. At least one participant in Group 1 felt that the rubric provided adequate guidance to move from one level to the next. Participants agreed that it was the conversation that stems from the rubric that is really important, rather than the rubric itself, however the rubric must facilitate conversation.

Group 2 was far less positive about the rubric, repeatedly citing unclear verbs and descriptors. Comments from participants included: *This is not a clear document-I can't tell what is needed from reading this*; *Everyone would define the wording differently; The behaviors need to be clearly defined, and the evidence needs to support the behaviors*; *Maybe the tool isn't good enough if we have to spend a lot of time defining what each cell means.* The group discussed the difficulty of achieving fidelity and inter-rater reliability within and across districts, and the potential for lawsuits without better definitions in the rubric.

Group 2 participants also discussed the length of the rubric. Many participants felt that the rubric was too long and that the list of domains should be reduced. *Less is more* was stated several times during the conversation. Several Group 2 participants stated that they would choose to focus on a few domains and subdomains each year, rather than tackling the entire rubric. At least two participants suggested that the rubric be compared to the most current research on best practices to differentiate the most important domains and to remove less-important items.

There was consensus in both focus groups that flexibility and local adaptability would be necessary if the districts were to attempt to use the tool: *One size does not fit all.* One participant stated that he would prefer a tool where teacher and administrator evaluations could be linked, and would build on and use student achievement data.

Feasibility/Implementation/Training

Some participants in Group 1 were more positive about feasibility; others felt the tool was too long, and stated that fewer domains would be better. All participants in the group agreed that a significant investment in professional development and training would be needed to successfully implement the tool. Similarly, all participants in Group 1 felt that flexibility and adaptability in use of the tool would be critical to implementation. Flexibility was mentioned multiple times during the conversation. Group 1 Participants in Group 1 discussed the use of technology. Those participants currently using an electronic documentation management tool felt that the use of such technology could help to accelerate implementation. At least one participant stated that the tool must be on-line to facilitate implementation.

Group 2 participants did not view the Illinois tool as favorably. At least one participant liked the portfolio of evidence, however the majority in the group were not in favor of using the rubric. There was agreement in the group that the tool would be difficult to implement due to vague language in the rubric. While participants in Group 2 agreed that the Illinois system could be implemented, participants agreed that it would not be their tool of preference: *Could we implement this tool? Yes. Should we? No.*

Participants in both groups agreed that extensive training would be required prior to implementation. Training would be needed to understand the tool, to develop a common language, and to develop inter-rater reliability. *Implementation without that investment would backfire*. Participants in both groups worried about the process for certification of evaluators, which was called *lengthy and extensive*. There was concern that some districts would lack a certified evaluator. One participant suggested adopting and adapting the tool for superintendents and central office workers to increase the efficiency of training and reduce the amount of training investment for the district overall. Participants in Group 2 discussed and agreed that partnering with the ISD/RESA for training and evaluator certification would be helpful.

Participants in both focus groups agreed that domains and components would need to be tailored to the specific position (assistant principals with limited focus, athletic or special education directors, deans,

etc.), or to the building or district plans. If flexibility in use of the tool were allowed, one Group 1 participant stated that he would align all positions in the school to the same rubric. Many participants in Group 1 agreed that they would use *focus areas* to tailor the application to a principal, building or district.

Participants in both groups agreed that a pilot would be needed prior to implementation to allow the users to become familiar with the language and use of the tool. The pilot should cover rural, urban, and suburban schools. There was agreement in Group 1 that the State should take time to carefully consider the selection of an evaluation tool: *take your time, get it right.* Several participants stated that cost would be an issue for their districts. Cost items included licensing, training, and technology for implementation.

Other

Participants in both focus groups felt strongly about finding a tool that promoted meaningful conversations with principals about growth and development: *Evaluation is a process, not an event; We want the process that results in growth.* Participants in both groups expressed concern over relying solely on the MEAP to measure student achievement, and encouraged the inclusion of other data sources. Other tools suggested by participants included the MASA School ADvance System, the Danielson Systems, the 5-D System, and the Massachusetts System.

The Michigan Standards for the Preparation of Principals were discussed in both focus groups. Participants in both focus groups stated that the Standards were out-of-date and need to be updated. One participant in the first group stated that the Standards attempted to provide too much detail, and lacked a focus on instructional leadership. A participant in the second group stated that the Standards should be updated before an evaluation tool is chosen for the State. There was broad agreement in both groups that the Standards are not useful in their current form.

Indiana RISE Evaluation and Development System

Domains

The participants in the first focus group commented extensively that the Indiana RISE System was focused on instructional leadership, and did not include key management tasks or skills in the list of domains: *The day-to-day work of the administrator is not in here; The domains do not fit.* Lack of attention to these key management responsibilities was noted as a critical deficiency in the Indiana RISE system. At least one participant in Group 1 felt that the tool did not provide sufficient coverage of building climate and culture, and another felt that administrator professional development was missing.

One participant in Group 1 commented on the use of 'Student Learning Objectives' in the domains. The participant felt that it did not make sense to have a set of goals or objectives in the evaluation system that differed from the school improvement plan; others in the group agreed. One participant felt that the administrator evaluation should be linked to teacher evaluations, with both teacher and principal evaluations linked to the school improvement plan. Other participants in the group noted that the Indiana Rise System did not reflect the Michigan Standards for Preparation of Principals. Another participant also noted that the Michigan Standards for Preparation of Principals were very outdated.

Group 2 participants also noted that management was not covered in the domains, however that was not the focus of the discussion. There was discussion of the importance of communication, culture and relationship building skills for a principal. While many people in Group 2 agreed that communication, culture and relationships were not represented well-enough in the Indiana RISE domains, another person suggested that the Human Capital domain could be re-named or re-tooled to cover those skill sets. One participant felt that the RISE System did not sufficiently capture innovation. However, another found items that linked to innovation embedded elsewhere in the domains and subdomains. One participant noted that the tool lacked a domain related to implementation of a viable curriculum.

Some participants in Group 2 questioned the prioritization or ordering of the domains. One person in the group noted that the tool did not follow Michigan law regarding evaluations, which allows inclusion of other facets of school performance rather than focusing on test scores: *Are we going to change the Michigan law to meet this tool?* More than one person in Group 2 noted that the RISE System focuses on the summative performance of students, rather than the formative performance of students (and therefore principals): *I have trouble focusing on just the summative performance.*

Participants in both focus groups stressed that the domains and sub-domains in the RISE tool would need to be changed or adapted to the different roles and responsibilities found across districts. Responsibility for hiring teachers was a task that participants in both groups called out as being done at the district-level, and outside of the control of the principal. Participants in both groups felt that the tool should incorporate, or be adapted to, the local school improvement plans: *All evaluations must be directly linked to the school improvement plan—otherwise it is not meaningful to people*. One participant in Group 1 spoke of needing to use the tool *a la carte* in order to adapt to local roles and responsibilities or other conditions.

Participants in both groups expressed considerable concern about the length of the list of domains and subdomains in the RISE tool: *I'm interested in a robust tool where less is more—I'm not sure that RISE is it.* Participants in both groups expressed concern about the number of indicators and the length of time it would take for a principal to complete an evaluation: *This will become perfunctory—get it done, get through it, because there is* ***so*** much; *Do you want it to be meaningful, or do you want us to get it done*?; *This seems like a checklist*. The participants suggested that the application of the tool could be improved by focusing on a few key areas or goals for the evaluation period; *If your time is short, zero in on the problem; Go through the rubric and pick a goal for people who are doing well.*

Indicators and Behaviors

In general, participants in Group 1 expressed some dissatisfaction with indicators listed in the Indiana RISE tool. In some areas the language was felt to be too subjective, in others it was not subjective

enough. One participant in Group 1 expressed concern that the semantics in the tool would not work across the various districts; districts may wish to define items differently. Another participant felt that the language in the 'School Achievement' domain allowed too much subjectivity, and might allow a principal to set a less-than-rigorous goal. At least two participants in Group 1 expressed discomfort with the language in the 'Professional Development' domain. One participant felt that the 'Professional Development' domain had weak language and was poorly defined. The participant felt that the language "*Provides opportunity for…*" could become a way to deflect responsibility for engaging the staff (as in "*I provided the opportunity, but they did not take it*"). Another participant noted that the language in the 'Professional Development' domain addressed only teachers and did not address the administrator's professional development.

The lack of attention to building management in the indicators was noted as a serious deficiency in Group 1. At least two participants in Group 1 felt the indicators and rubric should be cross-referenced to effective schools research, or to the Marzano literature. The group discussed flexibility in general, and the need to modify the tool for various role, building and district needs. Most discussion of indicators (and the rubric in general) was couched in terms of needing flexibility, and needing to incorporate school improvement plan goals: *We need flexibility to apply the domains--one size does not fit all.*

Group 2 felt strongly that the indicators were not consistent across the performance ratings. There was broad agreement that the Level 4 (Highly Effective) language was structured completely differently from the other levels, and appears as if it was added to the rubric at a different time. Group 2 also noted areas where flexibility would be needed to adapt the tool to role, building and district needs.

While one person in Group 2 felt it would be easy to make a decision based on the language in the indicators, many others in the group felt that the subjective language in the indicators would make it difficult to make a rating decision: *I think it would be difficult; The ambiguity or subjective nature of this makes it hard—what am I measuring?* Participants in both groups commented on the number of items listed in some of the boxes. It was felt that making a decision for boxes with a large number of items would be more difficult than if there were fewer items in a box.

Evidence
Overall, participants in Group 1 liked the list of suggested evidence. Comments from Group 1 participants included: *it is a great compilation of data; It is pretty good.* Most participants in the group interpreted the evidence list to be suggested as opposed to mandated. Many participants made suggestions for items to add to the list, such as budget documents, 360 degree feedback, surveys, and communication items such as newsletters and staff evaluations. One participant suggested that the list be cross-referenced with current research on effective leadership to look for items to eliminate or to add.

Group 2 disagreed with the tool's statement that the evaluator should be responsible for gathering evidence. Rather, most participants agreed that the administrator should be responsible for providing evidence. One participant strongly disagreed with the exclusion of student attendance and discipline data. Participants agreed that the observations and artifacts listed were important, but agreed that other evidence could be added. Several participants noted that the focus should not be on provision of evidence, rather it should be on the principal's use of data; providing evidence does not mean that the principal is proficient in the use of the data, only in the accumulation of data.

Rubric
Neither group reviewing the Indiana RISE System was positive about the system. The two groups cited the tool's lack of adherence to Michigan standard rating language, and cited the length and vague language in the rubric as drawbacks. Both groups wondered why the evaluation was not linked to the local school improvement plan and noted a lack of flexibility in this regard. Neither group liked the letter grade assigned as a summative rating, although the second group was much more vocal about the letter grade than the first.

Participants in Group 1 felt lack of attention to management and communication skills in the RISE rubric was a significant deficit. The participants in the group felt that these areas were critical to the effective

functioning of a principal, should be defined and should carry more weight in the rubric. The Group 1 participants discussed implementing a second evaluation system to cover these critical areas, should the RISE rubric be adopted by the State.

Some participants in Group 1 noted that assigning a score would be difficult due to the imprecise terminology used in the rubric. However another participant liked some ambiguity: *I'm okay with that loose definition—looseness allows conversations to start and you can define what it means for your district.* Participants noted that subjective definitions could impact consistency in implementation across the district and State, and that consistency would become a problem when the ultimate ratings (the letter grades) are reported across the State. One participant stated that instead of the 'Student Learning Objectives' included in the rubric, the tool should be tied to the local school improvement plan: *Why wouldn't you use your school improvement plan? Why would you have competing goals?*

Participants in Group 2 were much more vocal in their criticism of the rubric, citing the rubric's lack of concrete definitions, and the problems with use of consistent language across the rating scales. Several participants felt that implementation would be difficult given the lack of specificity in the language: *Going back to the descriptors—they are too global, there is a lack of specificity, a lack of best practices*; *some of the content is ok, but many cases are not clear and are not scaled consistently*. One participant noted that the rubric is inconsistent with Michigan law. One participant stated that although not perfect, the rubric is *something to work with*, and went on to suggest that perhaps the domains should be defined based on the school improvement plan or district initiatives.

Across both groups, the majority of participants in the group felt that flexibility in application and use of the rubric would be needed to meet the needs of the variety of districts in Michigan. Participants in Group 1 felt that a self-assessment and goal-setting conversation should be added to the rubric. The length of the rubric was also cited as an issue in both focus groups. Participants in both groups used the term *checklist* to describe the rubric. In Group 2, one participant stated: *When I look at the spirit of the domains, I see a lot of compliance-based stuff.*

Participants in Group 1 did not extensively discuss the use of the letter grade as a summative assessment. At least one person expressed dissatisfaction with the letter grade, while another stated that she could understand that it was incorporated in order to arrive at a summative rating. One participant in Group 1 stated that he did not agree with the weights assigned to the elements of the rubric: *Weighting should be flexible by district—I don't think there is a one-size-fits-all for weighting it.*

The participants of Group 2 were strongly opposed to the use of a letter grade in the summative assessment. It was felt that the letter grade moved the tool out of the realm of a formative assessment toward a summative assessment of performance. One participant in Group 2 stated *I'm having a hard time going from the ambiguous language in the rubric, to the specifics on the scoring and grading. I have a hard time seeing this as a learning and growth tool*. Comments included: *The letter grade is a show-stopper; The letter grade is an effectiveness stopper*. At least two participants in Group 2 expressed concern that the letter grade would discourage emerging administrators. One participant in Group 2 noted that the school letter grade was heavily based on state assessment results, which unfairly targeted districts with high numbers of low socio-economic pupils, or districts with high numbers of English-language learners. Another Group 2 participant stated that Indiana was removing that aspect of the summative assessment from the tool, and questioned why Michigan would consider implementing the tool as shown.

Feasibility/Implementation/Training

Participants in both focus groups agreed that it would take a significant investment of time for users to develop an understanding of the language of the rubric: *There will be a lot of internal conversation between supervisors and principals to build a common understanding of what this looks like*. Concern was expressed that School Boards responsible for using the rubric would have difficulty with the terminology used in the rubric.

Participants in both groups agreed that flexibility and adaptability would be needed in order to make the rubric "fit" the variety of roles, building needs and districts across the state. One participant commented: *We could implement it as is, but it would be compliance*. Another participant stated: *We would have a mis-fire if we implemented this as is*.

Participants in both groups suggested that the ISDs/RESAs could play a role in implementation, by providing a centralized training resource and providing "train the trainer" workshops. In Group 2, the use of the letter grade as a summative assessment considerably raised the bar for the expectation of the amount of training that would be required. One participant described the need for training to *lower the threat level for principals.*

Participants in both groups stated that the State should provide funding for training activities: *Don't create another unfunded mandate; We don't have the resources for this*. Participants in both groups stressed their desire for a meaningful evaluation process that would encourage growth and development: *Don't make this something that we check off, we want it to be a meaningful process; We don't shy away from accountability—but we want a model that supports growth, that is valid and reliable.*

Other

Participants in Group 1 felt that the Michigan Standards for the Preparation of Principals were outdated, and should be revised.

Several participants in Group 2 requested that the State provide more than one evaluation tool from which to choose. If providing more than one tool is not possible, Group 2 participants asked for flexibility and adaptability in the tool selected.

Marzano School Leadership Evaluation Model

Domains

Group 1 participants were for the most part comfortable with the domains and subdomains in the Marzano Model, stating that the domains provide a clear picture of expectation for an instructional leader. One participant described the domains as providing a *360 degree picture* of instructional leadership. *This nails instruction* commented another participant. Another described it as *thorough but intense*, commenting both on the scope and the length of the domains and subdomains. One participant described the domains as *manageable*. Another Group 1 participant described the domains and subdomains as *what we all aspire to* as instructional leaders. Participants in both groups commented on the tool's strong connection to research.

One participant in Group 2 noted that the Marzano MMOdel was less overwhelming that some other tools, and was supported by research; *It fits on one page, it is not so overwhelming that you lose focus*. The participant noted that the tool could be used to focus the principals on instructional leadership. One Group 2 participant liked the change in focus (away from building management), however another Group 2 participant noted that principals will need support for building management if their focus was to be solely on instructional leadership.

There was strong agreement in both focus groups that the Marzano tool lacked domains reflective of a principal's critical and daily responsibilities for building management, which take up a large part of the day. *This is a wonderful tool for measuring the effectiveness of an instructional leader, but there is a lot more to being a building principal than being an instructional leader* stated one Group 1 participant. The broad consensus in both groups was that the Marzano Model was incomplete without incorporation of these critical building management domains, including planning, budgeting and fiscal management skills.

Participants in both groups also felt that the Marzano tool lacked a focus on communication skills which both groups felt were critical for a building manager. Participants commented on the principal's need to resolve conflicts, hold critical conversations and develop rapport with staff, parents and students. A Group 2 participant described the 'Climate' domain as *fluffy and vague,* and felt that it did not cover the communication skills adequately.

Some Group 1 participants commented on the length of the list of the domains and subdomains, describing them as *overwhelming*. The participant worried that the principals would be trying to "hit" everything in the list of domains and subdomains. While another Group 1 commenter felt that the contents of the domains were good, the tool was *not realistic.* The participant suggested that evaluators and principals focus on one or two domains in a year. Narrowing the focus would allow more attention to be given to the domains of focus. One participant in Group 1 suggested adding yearly goals and a self-assessment.

Participants in both groups noted that some domains would need to be modified for the various roles and responsibilities across the districts. A member of Group 2 commented that the tool did not seem to emphasize the principal's responsibility for teacher evaluations. One participant in Group 2 felt that teacher evaluations should be covered in a separate domain. One Group 2 participant felt that the domain covering 'Curriculum Development' would need to be removed or revised; principals implement curriculum but do not develop it.

Concern was expressed in Group 2 about how the domains would be weighted. Discussion in the group favored having the districts control weighting. Districts may need to change weighting from year to year to accommodate local conditions or priorities.

Indicators and Behaviors

Participants in Group 1 felt that indicators needed more focus on building management and developing and maintaining relationships with people. One participant commented that effective administrators have systems, processes and procedures in place to help with management, in order for the focus to be on

improving student achievement outcomes. However there was consensus in the group that those activities that lead to effective building management were not reflected in the indicators and behaviors. The group felt that the indicators did not reflect on, or evaluate, areas such as management and communication where administrators often struggle. *If you are not a good manager, you will not be successful in creating a learning environment.*

There was no agreement in Group 1 on the clarity of the tool. At least one participant commented on vague language in the indicators, noting that the meanings of terms must be made *crystal clear*. While one participant commented that the thresholds for performance are good, another participant noted that the thresholds for moving from one level to another are not totally clear. The participant felt that the Marzano Model is not as clear as the Danielson System. Participants in Group 1 noted that the rating language in Marzano differed from that required by the State of Michigan, and that some guidance must be given in order to translate the Marzano rating language to the State of Michigan rating language.

Participants in Group 2 felt that the indicators were not concrete enough to be helpful, or to show a principal how to move from one level to the next. Verbs and adjectives were felt to be vague, and definitions were needed for words like “regularly”, “rigorous”, “critical”, etc. One participant asked for descriptions that would let the principal (and the evaluator) know what good performance *looked like, sounded like, felt like*. The participant went further to state *We need a system that will help develop principals and show them concretely how to move from one level to another --this is not concrete enough in terms of descriptors*. At least three participants agreed that the Danielson tool was much better at providing clear, concrete guidance.

Evidence
Group 1 described the list of possible evidence as *comprehensive.* A large part of the discussion focused on the need for flexibility to choose evidence material to match the administrator role, building or district situation. One Group 1 participant noted that Dr. Marzano was very vocal about not liking adaptation of his tool, which raised a serious concern about the usefulness of the Marzano evaluation tool. One Group 1 participant commented on the incorporation of student growth and achievement in the tool, noting that the method of determining student growth in the State of Michigan has not been decided. The participant felt that it was hard to see how the student growth determination will connect to the domains listed in the rubric.

Group 1’s discussion of evidence reiterated that the domains do not include management and communication skills. Group 1 participants agreed that the Marzano tool as it was shown would not allow for evaluation of those critical skills.

Group 2 described the list of possible evidence as *overwhelming.* Several participants agreed that the list of evidence would become a *to-do* list for principals, leading principals to spend valuable time attempting to check all of the items off the list. Group 2 participants asked for information about which artifacts were the most important (supported by research), and if artifacts would be weighted. At least three participants indicated that the guidance on evidence in the Danielson tool was better than that found in the Marzano tool.

Rubric
Participants in both focus groups felt that flexibility would be needed to adapt the tools for various roles and responsibilities, building and district configurations found in Michigan.

The consensus in Group 1 was that while the Marzano tool is *comprehensive* for instructional leadership, it did not provide a means to evaluate the critical domains of management and communication. While one person thought the indicators were clear, at least two other participants thought more clarity in the language of the rubric would be needed. One Group 1 participant described the rating labels (the levels of performance) as confusing. Participants felt that some translation would be needed to move between the rubric and the State of Michigan rating language. Participants in the group agreed that the research behind the tool and the focus on instructional leadership were the best aspects of the tool.

Participants in Group 2 did not like the tool, describing the tool as *seriously lacking in concrete definitions* and *too wordy*. The participants in Group 2 felt that the rubric was too long, and would require too much time from evaluators and principals, both of whom would attempt to cover all of the items listed in the rubric. Participants asked if some domains were more important than others, and whether or not they could choose some of the domains. One participant wondered if the Marzano 9 or the Marzano 3 could be emphasized in order to reduce the length of the rubric.

One participant in Group 2 noted that it was difficult to differentiate between Innovating and Implementing; in some cases the lower-level descriptors were more rigorous than those for the higher level. Another participant in Group 2 wondered if the Marzano performance rating labels would be more difficult to use than the State of Michigan rating labels. There was agreement in Group 2 that the tool was long and would be difficult to use to demonstrate growth over time. *The way this is presented is overwhelming and doesn't show how to progress to be the best,* stated one participant.

Concern was expressed in both groups regarding the method of calculating student growth and achievement, and how student growth and achievement calculations would fit into any tool selected by the State.

Feasibility/Implementation/Training
Adaptation for different roles and responsibilities, and for building and district goals, was discussed in both groups. There was common agreement in both groups that one tool would not fit all districts and flexibility to adapt for local needs and priorities would be necessary. A management domain would be a critical adaptation for Group 1, as would adaptations of rubric items and evidence for the various roles within the districts. The tool would need to be adapted for consistency with the State of Michigan rating language.

The length of the tool raised feasibility questions in both focus groups, with Group 2 expressing more concern than Group 1. Both groups requested input or a workshop from a current user of the system to provide a hands-on demonstration of the use of the tool.
Both groups agreed that the feasibility of the Marzano tool was difficult to determine without information on the cost of the system. Funding is an impediment to implementation in both groups. Some districts are currently in deficit, or projecting deficits, and would not have funding for procurement, training, or implementation of the tool. *Feasibility depends on costs; We need to have adequate funding to implement this correctly* were comments from one participants. One participant in Group 1 suggested that communities would push back if districts were required to implement a system without financial support from the State; others in the group agreed with that statement.

Both groups agreed that technology would assist with implementation, but that funding for technology is not currently available. At least one person in each group felt that an electronic application was necessary in order for the system to be feasible. Both groups worried about ongoing licensing costs for use of the tool and how increases in licensing cost might impact district budgets over time. One participant worried that a paper implementation of the tool might not achieve the fidelity required by Dr. Marzano.

Both groups agreed that training in the use of the tool would need to be intensive, spanning multiple days. Inter-rater reliability could not be achieved without in-depth training. Comments included: *A critical mistake on the State's end would be to tell us in July that we have to roll this out in August--that will never work; Take the time to do it correctly.* Each group suggested that the ISDs/RESAs could help coordinate and provide training for the system. Both groups felt that a planned roll-out, with sufficient time for training and understanding of the system would be needed.

MASA School ADvance
Administrator Evaluation System

Domains
Participants in both focus groups commented on the ordering and presentation of the domains in the School ADvance tool. Participants in both groups shared concern that the ordering and presentation suggested importance and weighting of the domains. One participant in Group 1 questioned whether the rubric placed too much emphasis on student results, however another participant commented *emphasis on results is the reality that we have to deal with.* Group 2 participants also felt that the ordering of the domains, with Results at the top, sent a strong message that the end result was more important than the means to achieve the result. One Group 2 participant stated: *What is put first on the list sends a message*. Another: *The focus is on the ends, not the means*. One Group 2 participant suggested rather than having a domain titled 'Results', that results should be embedded in each of the other domain areas. Another Group 2 participant wanted to visualize the domains as a flow chart, with the leadership, processes and systems that lead to results. Participants in Group 2 worried that having results at the top of the list would not lead to conversations on leadership and management skills necessary to achieve growth. A participant commented *I would focus on leadership first, and move results to the bottom*. There was consensus in Group 2 that the ordering and presentation of the domains should be changed.

There was broad agreement in Group 1 that achievement of good student outcomes is dependent upon good management skills, and that management skills are not reflected sufficiently in the domains of the rubric. Participants in Group 1 agreed that the domains should be rearranged, or weighted more heavily in favor of effective and efficient operations, systems and processes, and school climate and communication skills, all of which were felt to ultimately lead to better student outcomes. Many districts represented in the Group 1 focus group have principals that fill other roles in addition to building management, such as transportation, cafeteria management, athletics, and so on. The participants agreed that the depth and breadth of the other tasks completed by principals was not reflected in the domains and subdomains. One participant commented: *The scope of what a principal deals with is not in here*.

Participants in Group 2 also felt that management tasks were not well-covered in the domains and subdomains, but additionally mentioned other areas they felt needed more emphasis. One participant in Group 2 felt that the principal's responsibility for conducting teacher evaluations was not emphasized enough in School ADvance. That participant felt strongly that teacher evaluations, and knowledge of appropriate supervisory practices and legal implications was not addressed sufficiently in the domains and subdomains.

Some participants in both groups felt that communication skills and building relationships with staff should be emphasized more in the domains and subdomains. One participant in Group 1 mentioned that building staff morale was important, and that staff morale impacted all other domains. In Group 2, there was discussion of embedding these items in each domain, or perhaps adding a domain for these types of skills.

At least two people in Group 1 commented on the length of the list of the School ADvance domains and rubric, expressing the desire to reduce the number of blocks by ranking the most useful domains. One participant described the list of domains as *overwhelming.* In contrast, Group 2 participants stated that they appreciated the brevity of the list of domains and subdomains. One participant called the list of domains *manageable*.

Indicators and Behaviors
There was no consistent theme that emerged from Group 1 about indicators and behaviors. One participant suggested that the rubric was "harsh" and that the expected behaviors were too rigorous given that most principals fulfill more than one job in the district. One participant noted that not all indicators were appropriate for their districts, and evaluators would have to modify those cells to fit the district. The group agreed that it would be difficult for an evaluator to observe behaviors in all of the cells in the rubric.

One participant noted a lack of indicators for the 'Results' domain. While one participant felt the indicators and School ADvance tool was easy to use, another felt it was too long. One participant felt that the rubric provided clear targets; another noted that the indicators were more descriptive and allowed some subjectivity on the part of the evaluator. The group agreed that School ADvance System was far less subjective than purely narrative evaluations.

Members of Group 2 were more positive about the tool. One person commented *those things that we know make the difference in leadership are embedded a little in each of these areas*. At least two people stated that the indicators provide enough guidance to help a principal understand what is needed to move from one level to another. One participant thought it was difficult to make some judgments, but that this system was better than others. Some participants in Group 2 commented on what were perceived as subjective descriptors, stating that the districts would need to spend time defining those terms in order to achieve consistent application. Another participant felt that the subjectivity was good, and allowed districts the flexibility to incorporate district-level expectations for performance. The members of Group 2 agreed that the most difficult area to discern in any rubric is between the "Highly Effective" and "Effective" rating. One Group 2 participant wondered whether the School ADvance System lined up with the accreditation standards, and whether leader responsibilities for accreditation were included in the indicators. Another Group 2 participant liked that the Results domain allowed the flexibility for building-level goals, and for establishment of Board-derived goals.

Evidence

All participants in Group 1 liked the inclusion of a self-assessment as evidence. There was some discussion about the indicators of student growth and achievement. While the tool allows for different tests to be used as evidence, participants noted that their districts did not have funding to pay for other tests. Most participants welcomed the evidence suggestions and felt that the evidence would be helpful in terms of documentation. *This is a step in the right direction* commented a Group 1 participant. Another participant wondered if the focus of the evidence was in the right place, noting the emphasis on student achievement results. Another Group 1 participant would have liked more evidence of management routines, processes and procedures.

Group 2 participants were more positive about the suggestions for evidence. Most members agreed that the self-assessment was an important piece of evidence. Participants using technology to manage documents and evidence felt that it was very helpful. Participants suggested that other items could be added to the list, which would allow a district-based focus.

Group 2 participants agreed that the focus should not be on the evidence itself, but on how the principal uses the evidence or data to move the building to the short and long-term goals. *We don't want this all to be about gathering the evidence, we need to have that discussion about growth* stated one Group 2 participant, with agreement from the members of the group.

Rubric

Participants in Group 1 felt that the inclusion of a rubric in an evaluation system was a good step, and would help to make the process less subjective. One participant described the School ADvance rubric as complete and easy to use and another stated: *It is good that there are clear targets*. However, another participant noted: *This is not a magic bullet that will make our students do better.* One participant described the rubric as overwhelming and another stated that he would like to see the system streamlined. The Group 1 participants agreed that management skills should be added to the rubric, with one participant noting *it needs to capture the full range of a principal's performance*.

Participants in Group 2 were much more positive about the rubric. Statements included: *It flows well; the rubric is pretty easy to follow in terms of setting the expectation and showing how to meet the standard; more straightforward than what we are using now*; *it's not easy to judge, but this tool is better than others*. Participants agreed that achieving consistency across evaluations could be an issue due to some of the undefined descriptors used in the rubric. It was stated that an evaluator would need to be careful to apply the rubric consistently across principals, and consistent application across districts would be difficult to achieve.

Group 1 participants briefly discussed the summative rating and weighting of the domains. Several participants in Group 1 questioned the weighting of the domains. More than one participant suggested that the districts should choose the weights of the domains based on local goals. One Group 1 participant felt that the directions for creating a summative rating needed to be clarified. On the other hand, a participant in Group 2 liked the clear guidance on scoring to arrive at a summative rating. In Group 2, there was no consensus on the suggested weighting of domains or elements. However all members of the group endorsed having the emphasis on the conversation about growth, and not on the score at the end. *We want a tool that is formative rather than summative* commented one person in Group 2, with endorsement by all participants around the table.

There was agreement in both groups that districts would need to have flexibility to add locally-established goals. In Group 1 there was discussion of adaptation of the rubric for local conditions in each district; some districts would not have any activities in the highly effective category due to lack of district resources. At least two participants in Group 1 noted that the school board members with responsibility for completing evaluations will not be able to complete the rubric without training.

There was discussion in Group 1 about working with principals to help them understand the ratings of "Highly Effective" and "Effective". Superintendents will need to work with principals to create the expectation that an "Effective" rating is acceptable and normal, and that very few individuals would be expected to receive a "Highly Effective" rating.

Feasibility/Implementation/Training

Participants in both groups felt that implementation of the School ADvance tool would be feasible, although Group 2 participants felt that larger districts with more principals would have a more difficult time due to the length of the rubric. One participant in Group 2 noted that the tool works with STAGES, which is already in use in the district. Group 2 discussed the use of electronic document management systems. Such systems were felt to increase efficiency and be helpful for larger districts with many administrators, but not necessary for smaller districts. While many participants in Group 2 agreed the system was not perfect, they felt that it could be adapted for use with modifications that included adding district-level goals or a narrative component. One participant in Group 2 felt that since the tool looked and felt like the Danielson System, it would be more readily understood and accepted. One participant in Group 1 felt the tool would not be hard to implement.

Some participants in both Group 1 and Group 2 worried about the length of the rubric and the amount of time it would take a superintendent to complete evaluations. One participant in Group 1 suggested adding "focus areas" during the evaluation, and another suggesting adding a narrative box similar to that used in the Danielson tool. Another Group 1 participant felt that the tool needed to be streamlined.

Participants in both groups agreed that implementation would take time. Users in the districts would need to discuss the rubric and come to a shared understanding of the language. Participants in both groups agreed that that piloting the tool would be helpful. One participant in Group 1 liked the phased roll-out plan mentioned in the documentation for the tool. Several participants in Group 2 liked the idea of having the ISDs/RESAs coordinate training. It was felt that the ISDs/RESAs could provide ongoing expertise and user support for the tool. Group 2 participants felt that centralized training would assist with establishing inter-rater reliability and consistency in application within and across districts. One Group 2 participant suggested that it would be helpful to hold a day-long training with evaluators and principals working together to develop a shared understanding of the tool. Another Group 2 participant suggested one-on-one meetings between the evaluator and the principal.

Funding for implementation and training was mentioned multiple times in both focus groups. Participants in both focus groups agreed that the State should provide funding for training and implementation. Funding for the tool and for training could be a significant barrier to implementation in some districts. One Group 2 participant stated that *all evaluation requirements coming from the State deserve more funding to get the job done*. At least two participants in Group 2 stated that expense for licensing, training and implementation should be shared with the State.

Participants in both groups felt that the School ADvance tool would need to be adapted in order to evaluate the various roles found across the districts. Participants in both groups felt that flexibility and adaptability to incorporate building and district goals would also be needed.

Reeves Leadership Performance Matrix

Domains

There were some positive comments about the domains and subdomains in both groups. However, participants in the second group were more positive about the tool than the first group. Participants in both groups made general comments about liking the layout and the completeness or *broad scope* of the domains: *I like the way this is laid out; Great deal of completeness and is clearly related to improving student achievement.* One person commented that this tool was better suited for principals than the Marzano or ADvance tools, due to its limited focus on curriculum, which is often handled at the district level. Both groups noted that the domains focus on student achievement, and both groups commented that there was no guidance from the State on how to measure achievement. Both groups noted that the domains would need to be modified for use across administrator positions and districts.

Group 1 participants found the list of domains far too long, and felt that it would take an evaluator far too much time to complete an evaluation: *This will take an exorbitant amount of time to do thoughtfully; How can I say that an organization has grown over time with so many factors to look at?* At least one person felt that the list could be used, and the descriptions were flexible enough to cover most areas of a principal's responsibility. Other participants in the group focused on the length of the tool. There was agreement in the group that the tool did not focus enough attention on interpersonal or "relationship" skills, such as communication, collaboration, and school climate. At least one person mentioned that the list of domains should tie in to domains covered in teacher evaluations in order to provide vertical aggregation and provide a view of the *whole*. Participants in Group 1 mentioned communication skills, teacher evaluations, management, and budgeting as items that were missing in the list of domains. There was general agreement in Group 1 that student achievement and communication were the most important domains. There was no agreement on the relative importance of other domains. While one person in Group 1 specifically mentioned liking the addition of technology as a category, another in Group 2 commented that technology should not be included given that not all schools had funding for or access to technology: *You can't evaluate someone on something they don't have. I don't know how this works.*

Group 2 participants were more positive about the domains. Unlike the first group, at least one participant felt that there was strong emphasis on interpersonal skills. This group identified the tool as moving *180 degrees away from the management function*. However, Group 2 participants felt that domains associated with management were critical parts of a principal's performance, and must be added to the tool. While one participant felt that some of those key management items could be covered under 'Time, Task and Project Management,' others agreed that the task of management was not well reflected in the list of sub-domains. *Lack of attention to the management function leads to an administrator losing his job very quickly* was one comment that obtained widespread agreement in Group 2.

Members of the second group also commented on the length of the list of domains, but felt that the length could be addressed by setting priorities by person or building: *I love the traits listed here, but when you look at applying a system like this, you'd probably extract items into a specific plan*; *I would customize this by need*. There was no agreement on the level of importance of certain domains. There was some discussion as to whether or not the domains reflected the growing importance of the amount of time a principal spends on teacher evaluations. One Group 2 participant did not feel that the teacher evaluation task was important to include, while another felt that the responsibility for teacher evaluations should be called out specifically in the domains.

Both groups questioned the methodology for weighting the domains and subdomains. There was a broad discussion in the second group regarding weighting of the domains, and how that weighting would impact the superintendents' ability to remove a principal who lacked critical management or communication skills or demonstrated a lack of professional integrity. Group 2 participants felt that skills or behaviors (such as those in the domains of 'Personal Behavior', 'Communication', and the missing management domain) were felt to be so essential that they might require heavier weights than other domains; *How do you weigh the Achilles heel?; Failure in one domain can have such an adverse impact to the organization that it will cause job loss--how do you do that with this rubric?* All agreed that those skills and behaviors must

be included in the rubric if they were to be evaluated, and if they could potentially lead to the termination of a principal.

Indicators and Behaviors
Concern was expressed in both groups regarding the number of indicators and the amount of time it would take to complete an evaluation. Participants in Group 1 liked the mention of alignment to the school plan and student achievement, and linking to the school vision. A Group 1 participant commented: *I think we can use these subdomains to guide us to increasing our capacity.*

Participants in Group 2 felt the indicators were clear: *This is so clear, it makes it easy.* However there was some agreement in Group 1 that indicators for some domains and subdomains were inconsistent. One Group 1 participant felt that the cells did not build upon each other to show consistent growth from the lowest to the highest rating. Others in the group agreed. One Group 1 participant noted that some Effective indicators appeared to be more stringent than those for a "Highly Effective" rating under the same subdomain. Participants in both groups agreed that the distinctions between the "Effective" and "Highly Effective" categories were the most difficult to judge.

Both groups commented that the rating language used in the Reeves tool is inconsistent with the language now required in the State of Michigan. Concerns were expressed in both groups regarding the validity of the tool if the rating language were to be changed.

Evidence
Both groups explored the different forms provided in the Reeves tool and discussed how those forms could be used to solicit or provide evidence to document performance. Participants in both groups mentioned that the coaching form provided some flexibility in terms of use and in terms of defining what evidence might be brought forward to document performance. One participant suggested that the templates provided might be used as a self-assessment. Another participant asked for specific examples of evidence that were best-practice and research-based.

Both groups mentioned that some of the suggested evidence would be difficult to observe, and mentioned that considerable time could be expended (either on the part of the principal or the evaluator) to collect and document evidence. Participants in both groups suggested having the principal define or submit evidence as needed to document performance (rather than having the superintendent have that responsibility). Participants in both groups mentioned customizing the evidence to a building or person-level need. One participant suggested that it would be helpful to establish an annual timeline for carrying out the evaluation/observation tasks.

Rubric
Many participants in both groups felt the rubric was clear and easy to understand, and provided clear guidance to participants on how to move from one level of performance to the next: *Yes, definitely clear; This is easily understood--you could make this into a job description; this is easier to make a judgment because it is objective.* However at least one person in Group 2 felt that the language in the rubric was open to interpretation: *Everyone who reads it will understand it, but the danger is that they will have many different interpretations.* Another participant felt that the ambiguity in the rubric language provided more leverage for the evaluator than did the Danielson model, due to the lack of specific descriptors such as "never" and "always." The first group questioned how the rubric could be adapted for years of experience: *Would the rubric work as well for a new administrator as for one with many years of experience?*

The length of the rubric was an issue for many participants in both focus groups. Participants in both groups commented that it would take a significant amount of time to review each domain and subdomain with employees: *This is pretty cumbersome; It would be **really** difficult to go through every single one of those domains and subdomains.* Participants in both groups talked of adapting the tool for districts and buildings. Both groups discussed customizing the tool by focusing on three or four domains in the rubric for a specific district or principal, and thereby reducing the amount of time required for the evaluation. One person suggested that the short-form might be the best form to use for conducting an evaluation.

However, participants in the groups also wondered about the validity and integrity of the tool after customization.

Feasibility/Implementation/Training
Feasibility and implementation issues were discussed throughout both sessions, regardless of the prompt presented. Discussion largely revolved around managing the scope and length of the rubric, and time involved in gathering evidence. Both groups discussed adapting the tool to the needs of the role, principal or district. Some domains would be dropped for assistant principals who focus on one area such as discipline, or other administrators such as the special education director or athletic director.

The lack of implementation instruction for the tool was noted by participants in both focus groups. Participants in the groups overwhelmingly indicated that *a great deal* of training would be needed both for the evaluators and the principals. Users will need to understand the terminology involved, the evidence required, and the means to arrive at a summative rating. One participant suggested that a pre-organized structure was needed for training so that everyone would come to the same understanding of the ten domains included in the tool. Participants in both groups suggested that training needs would be intensive, and that the tool could not be rolled out quickly. Both groups felt that the ISDs/RESAs could be very helpful in rolling out a new tool, both by providing training opportunities, train-the-trainer sessions, and working with the districts to obtain inter-rater reliability. One participant noted that inter-rater reliability would be difficult to achieve without training.

Both groups felt that implementation of the tool could be customized through the use of self-evaluation, dialog, and alignment with district goals, ultimately reducing the overall focus to a few domains: *Instead of the shotgun approach, this could be customized to a building or to a need. If you have to go through all of these [domains], the effect gets watered down and it might not move the building forward. I would recommend you focus on specific areas not all domains.*

It was suggested in one group that implementation could be done by focusing on a few domains each year until all domains had been covered, thereby emphasizing growth over time. Participants in both groups mentioned piloting, and phased-in approaches to implementation. One participant suggested using the current district tool in parallel with the new tool for one year in order to allow the principals to become accustomed to the rubric and the language. Participants in both groups overwhelmingly indicated that they could work with any tool selected by the State. However participants in both groups emphasized that they would prefer a tool that emphasizes growth and development, as opposed to documentation.

Participants in both groups indicated that funding for the tool itself, for technology to implement the tool, and for training would be needed. One participant noted that use of technology such as STAGES or Teachscape would make implementation and use much easier, however funding would need to be provided for this technology: *We don't have the resources to implement this and do a good job*.

Other
At least one participant in each group noted that, in their districts, salary increases for principals are not tied to performance. These participants felt that the salary-increase system for principals should change to a performance-based system.

Participants in one group expressed a desire for "exemptions" from the use of the State-selected tool, if a locally-used evaluation tool meets the requirements of the State. A participant in the second group stated that it would be helpful if the districts could choose from more than one tool. The availability of several models would allow the districts to choose a model that is more applicable or useful to local conditions.

One participant suggested that the MCEE consider the Thoughtful Leader tool. This aligns with the Thoughtful Teacher tool that is being piloted in some districts. One participant noted that the Reeves Matrix is *stronger and more focused than Marzano*, and that *School ADvance has some nice features, but is more complex than Reeves.*

Appendix H: Validity and Reliability Required for Waiver Approval

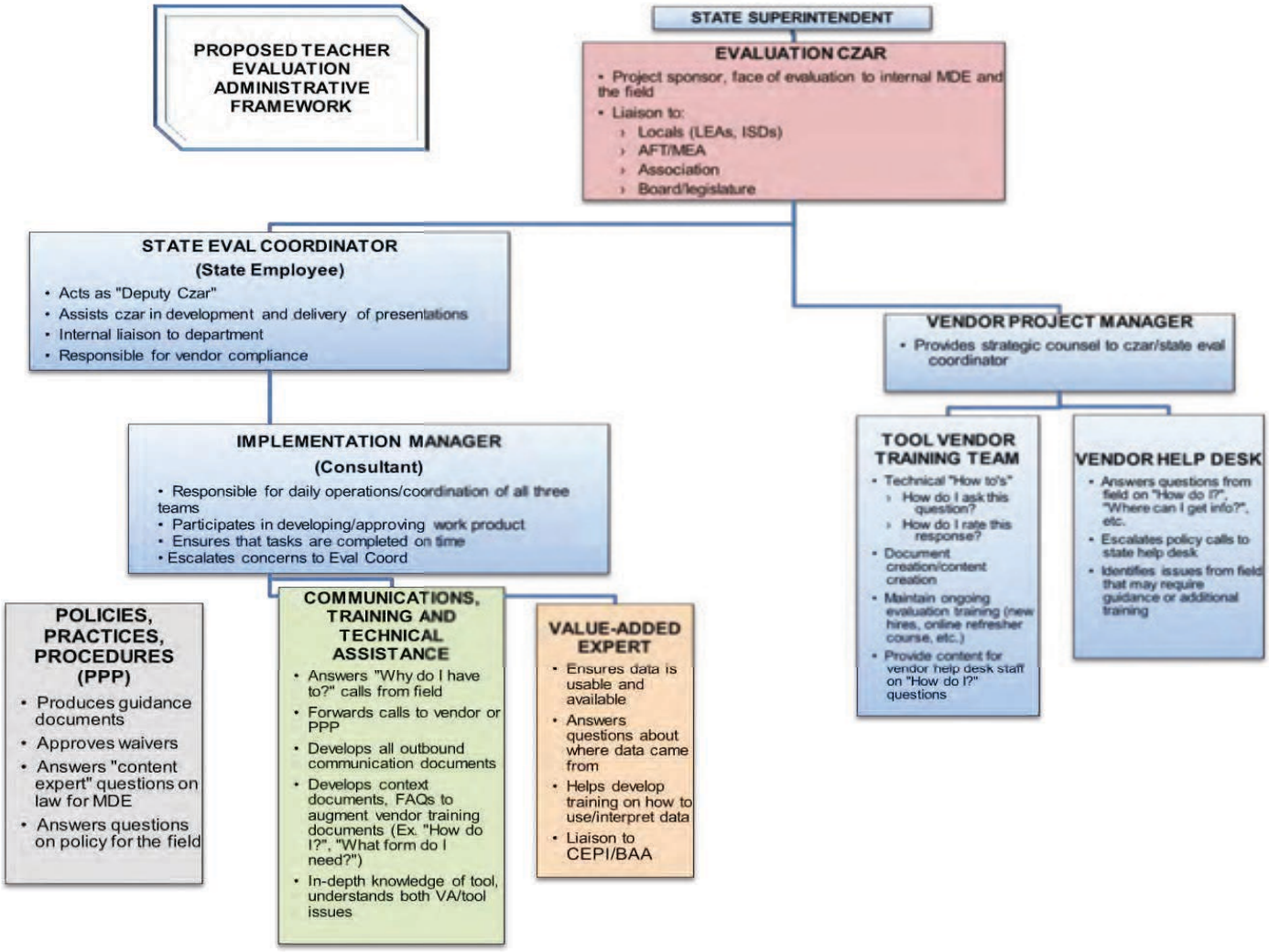
Construct (content) validity: The items on the observation instrument should cover all of the domains on one of the instruments piloted by MCEE. This can be demonstrated through mapping how items on the locally developed instrument correspond to items on one of the MCEE piloted instruments.

Convergent validity: The scores a teacher receives from observations on the locally developed instrument should be positively correlated to scores the same teacher receives on one of the MCEE piloted instruments. This can be demonstrated through local research or other published research, and will consist of a correlation matrix having a sufficient number of cases (n>50).

Predictive validity: The scores teachers receive on the locally developed instrument should be positively correlated to measures of student growth in learning. This too can be demonstrated through local research or other published research, and will consist of a correlation matrix having a sufficient number of cases (n>50).

Reliability: A locally developed instrument will be judged to be reliable only when both of the following conditions are met: (a) the measure of teaching quality derived from the observation instrument has a reasonable internal consistency; and (b) there is evidence that when two observers use the same instrument at the same time to observe a lesson, they will arrive at roughly the same scores for that lesson. Evidence of (a) shall be provided through standard measures of internal consistency (e.g., Cronbach's alpha, factor analysis, etc.). Evidence of (b) shall be presented through standard measures of inter-rater reliability such as kappa or another accepted measure of agreement among raters. In addition, those proposing to use a locally developed measure should present evidence on the precision of their measures by describing how a standard error of measurement will be calculated and showing how that standard error takes into account and is a function of the number of raters and occasions of measurement. Any evidence of reliability should be based on a sufficient number of cases (n>50).

Appendix I: Possible Infrastructure Frameworks



CREDIT: Emily Houk, Public Sector Consultants

Proposed Organizational Chart
Submitted by the Michigan Department of Education

In order to adequately carry out the responsibilities outlined in this report, significant new appropriations will be needed in the following areas:

- New contracts with external entities
- New staff to oversee those contracts
- New staff to oversee modified and new state data systems
- New staff to project manage all aspects of educator evaluation systems to achieve a comprehensive and coherent system delivered on time both in the development phase and each year in the operational phase

While these new resources are necessary to adequately carry out the activities outlined in this report, it is also possible to leverage existing staff to reduce the number of new staff needed. The list of contracted services necessary is given below:

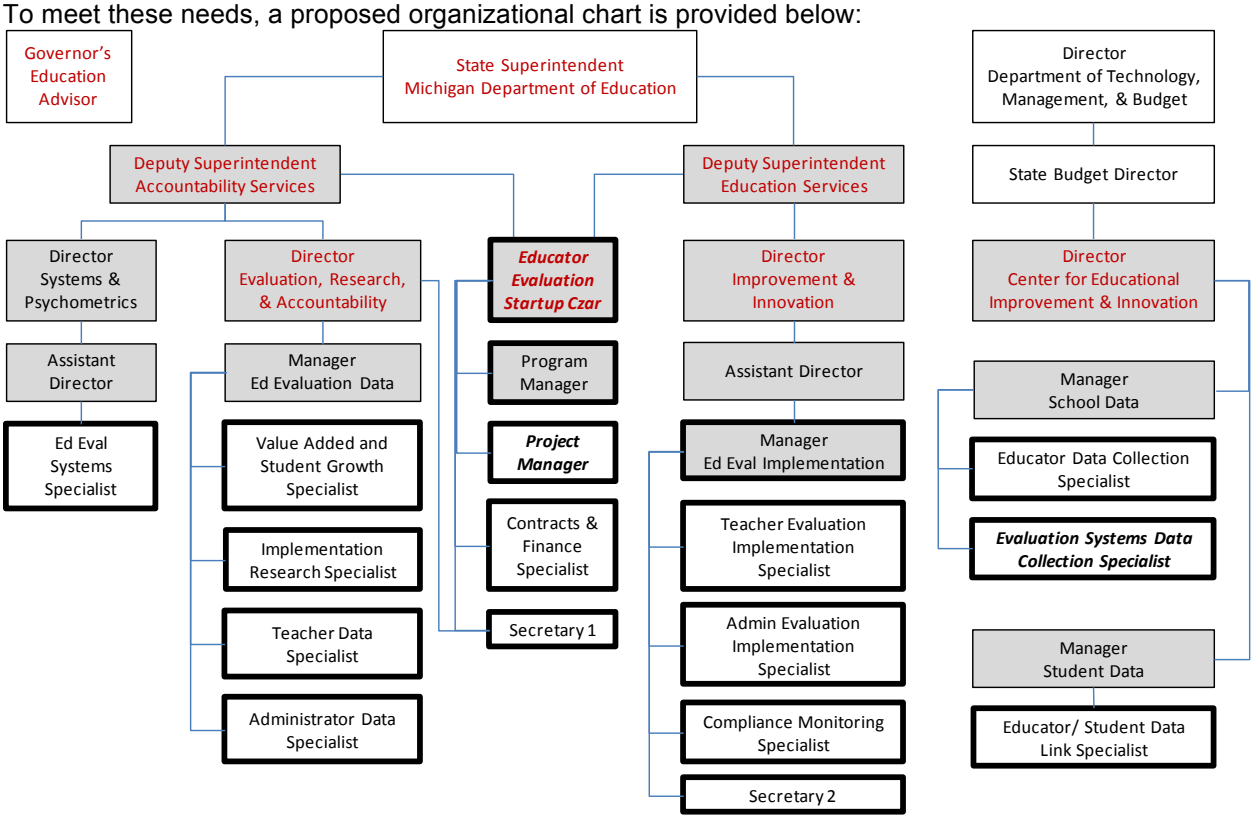
- Student growth data provision (already in existing contracts)
- Provision of new assessments in non-tested grades and subjects (already in existing contracts, but would require new appropriations for administration)
- Training on the use of student growth data
- Value-added modeling services
- Teacher observation system services
- Administrator observation system services
- Compliance monitoring services
- Evaluation research services
- State data system builds and enhancements services

In order to adequately oversee the performance of these contractors and sustain the new and modified systems, the following new staff roles are needed:

- Rapid development of RFPs and contracts, with ongoing contractual and financial monitoring
- Management of a value-added modeling services contractor
- Management of the student growth data portion of assessment contractor
- Management of a teacher evaluation contractor, to carry out the following activities:
    - Training on SLOs, teacher observations, using teacher observation data in evaluations, using growth and/or VAM data in evaluations, using other factors in evaluations, combining factors for overall evaluations, and using evaluation results to inform professional learning
    - Provision of the observation tool
    - Building/hosting state teacher observation data systems
    - Provision of teacher observation data analysis and reporting systems
- Management of an administrator evaluation contractor, to carry out the following activities:
    - Training on professional practice administrator ratings, using administrator professional practice rating data in evaluations, using growth and/or VAM data in evaluations, using other factors in evaluations, combining factors for overall evaluations, and using evaluation results to inform professional learning
    - Provision of the professional practice rating tool
    - Building/hosting state administrator professional practice rating data systems
    - Provision of administrator professional practice rating data analysis and reporting systems

- Management of a compliance monitoring contractor to do small-scale random evaluation of local system compliance with state law, and to annually report on compliance
- Management of an implementation evaluation research contractor to report annually on the quality, rigor, and consequences of local implementation
- Management of a state data systems enhancement contractor
- Management of new/enhanced state data systems
- Management of new staff
- Startup leadership
- Program/project management

To meet these needs, a proposed organizational chart is provided below:



In this proposed organizational chart, the following conventions are used:

- Bolded box outlines indicate new staff, where bold and italic lettering indicates temporary staffing needs (only during development years and the first operational year)
- Non-bolded box outlines indicate existing staff whose time would be significantly repurposed to manage educator evaluation system development and implementation
- Gray box fill indicates staff on a mid-level cross-agency management team to meet frequently to monitor progress on all development activities and to address issues as they arise
- Red lettering indicates staff on a high-level cross-agency executive leadership team to provide periodic executive review and executive leadership regarding development and implementation of educator evaluation systems

The total new staff needs are explained below:

- Ed Eval Systems Specialist – responsible for integration of all technical, data, and reporting systems relevant to educator evaluation across all relevant units

- Value-added and student growth specialist – responsible for directing student growth data provision by assessment contractors and directing the work of the value added services contractor
- Implementation research specialist – responsible for directing the work of the implementation research contractor, including many on-site visits for research purposes
- Teacher data specialist – responsible for directing the data analysis work of the teacher evaluation contractor
- Administrator data specialist – responsible for directing the data analysis work of the administrator evaluation contractor
- Educator evaluation startup czar – *temporary* staff responsible for statewide communication and outreach, policy development, and management of contractual, financial, and project management staff during development activities and the first year of implementation
- Program manager –responsible for coordinating all development and implementation activities across all contractors relevant to educator evaluation
- Project manager – *temporary* staff responsible for maintaining schedules and timelines during development and the first year of implementation
- Contracts & finance specialist – responsible for rapid development of requests for proposals, coordinating bid evaluations, and monitoring ongoing contractual, budget, and financial issues.
- Secretary 1 – responsible for providing clerical support to the startup czar's unit and the ed evaluation data unit staff during development activities and the first year of implementation
- Manager Ed Eval Implementation – responsible for managing all staff responsible for training and compliance monitoring
- Teacher evaluation implementation specialist – responsible for directing all training and technical assistance activities of the teacher evaluation contractor, including attendance at large numbers of training events
- Administrator evaluation implementation specialist – responsible for directing all training and technical assistance activities of the administrator evaluation contractor, including attendance at large numbers of training events
- Compliance monitoring specialist – responsible for directing all work of the compliance monitoring contractor, including attendance at large numbers of monitoring events
- Secretary 2 – provide clerical support for significant travel and documentation needs of the ed eval implementation unit
- Educator data collection specialist – responsible for directing the state-systems development work of the teacher evaluation and principal evaluation contractors and managing those systems thereafter
- Evaluation systems data collection specialist – *temporary* staff responsible for supporting the work of the educator data collection specialist and directing contractors enhancing existing systems to collect additional data regarding local district evaluation systems during development activities and the first implementation year
- Educator/student data link specialist - responsible for directing the work of systems modification/development contractors and managing the resulting systems thereafter (to include find-grained attendance capture, capturing proportional educator responsibility by content area for individual students, and roster verification systems).

MEMBERS OF THE MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS

Deborah Loewenberg Ball (chair)
Jennifer Hammond
Joseph Martineau (non-voting member)
Mark Reckase
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MC EE Michigan Council for Educator Effectiveness

Developing TA System

The Need for Increased Coordination

As the educational landscape in Michigan continues to evolve, there is one constant: the need to improve student achievement for all students. With increasing accountability demands around student outcomes and resources diminishing, there is a critical need to leverage promising practices in a cohesive and coordinated manner to better respond to the needs of districts.

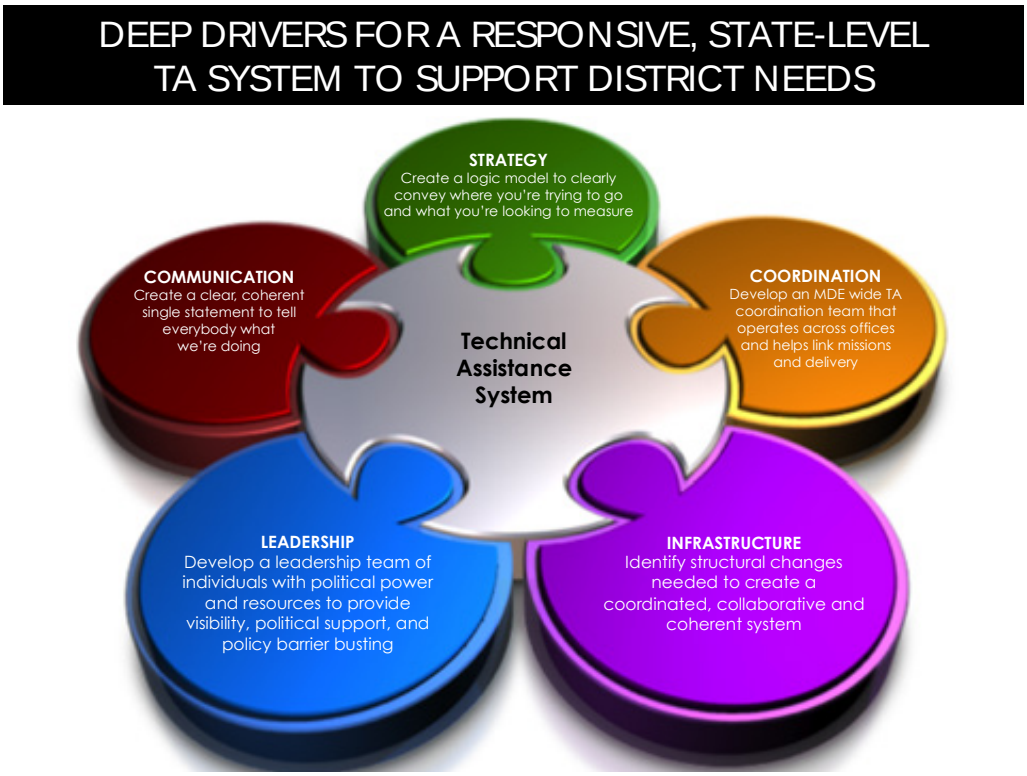
The need to be aligned across MDE offices continues to evolve as we work to execute the ESEA flexibility waiver. MDE's priority to increase cross-office work, in conjunction with the recently defined requirements for the OSEP State System Improvement Plan (SSIP), has created an opportunity to strengthen collaboration overall.

To this end, offices within MDE are working together to develop a responsive, state-level Technical Assistance System. The MDE is dedicating collective resources to build a tiered model to support districts in their capacity to improve student outcomes. The Office of Special Education (OSE) initiated the development of this TA system in 2011, in preparation for the US DoE, Office of Special Education Programs (OSEP) Continuous Improvement Verification visit.

Development to Date

The TA system development efforts have involved input from diverse stakeholders at all levels within the education arena. An initial series of three day-long structured dialogue sessions were convened between January and April 2013. These sessions culminated in recommendations for the development of a coordinated statewide system of tiered technical assistance designed to improve academic achievement of students across the state. The development process continues to be a collaborative effort with MDE staff, OSE staff, intermediate and local district staff, education associations, and community partners.

The structured dialogue sessions referenced above produced deep drivers for the development of the TA system. Leadership, strategy, coordination, infrastructure, and communication are the lenses that guide this long-term effort.



As of the date of this report, an initial framework and theory of action have been drafted. The TA System development team is initiating usability testing around the topic of Family-School Partnerships this spring.

MDE looks forward to sharing updates regarding the development of the TA system as it moves through the various stages of design and implementation.