



RACE TO THE TOP 2

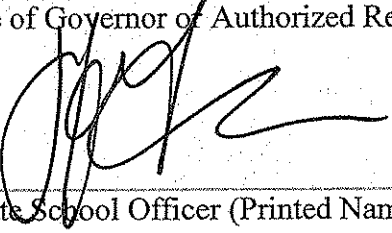
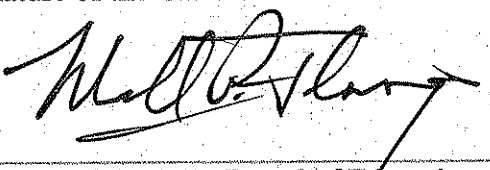
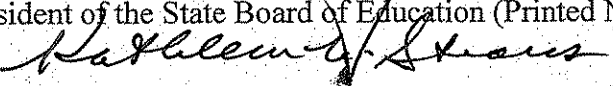
ACCELERATE MICHIGAN

**Michigan's
Students**

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Future**

608 W. Allegan Street
Lansing, MI 48933
www.mi.gov/mde

III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): Office of the Governor, State of Michigan	Applicant's Mailing Address: 111 S. Capitol P.O. Box 30013 Lansing, MI 48909
Employer Identification Number: 386000134	Organizational DUNS: 805336641
State Race to the Top Contact Name: (Single point of contact for communication) Sally Vaughn	Contact Position and Office: Deputy Superintendent/Chief Academic Officer, Office of the Superintendent
Contact Telephone: (517) 335-0011	Contact E-mail Address: Vaughns1@michigan.gov
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Governor Jennifer M. Granholm	Telephone: (517) 373-3400
Signature of Governor or Authorized Representative of the Governor: 	Date: 5/11/10
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: (517) 373-9235
Signature of the Chief State School Officer: 	Date: 5/11/10
President of the State Board of Education (Printed Name): 	Telephone: 5/11/10
Signature of the President of the State Board of Education: Kathleen N. Straus	Date: (517) 373-3324

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Mike Cox

Telephone:

517-373-1113

Signature of the State Attorney General or Authorized Representative:



Date:

5/25/10

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

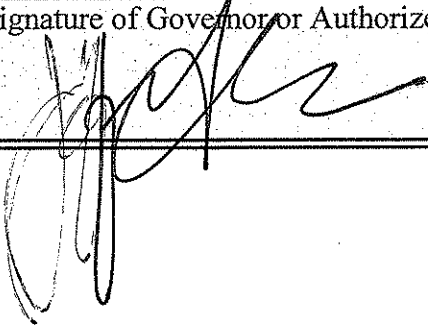
Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Jennifer Granholm	
Signature of Governor or Authorized Representative of the Governor:	Date:
	5/11/10



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
OFFICE OF THE GOVERNOR
LANSING

JOHN D. CHERRY, JR.
LT. GOVERNOR

May 18, 2010

The Honorable Secretary Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for Michigan's Race to the Top application. Race to the Top represents an opportunity for Michigan to accelerate its education reform agenda and drive growth in student achievement.

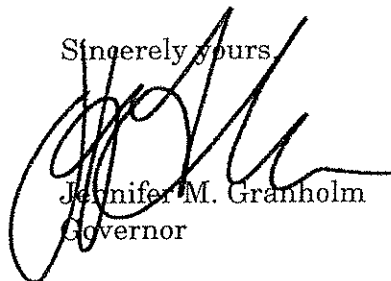
Michigan's strategy for economic recovery rests on two interconnected goals: diversification of the state's economy and doubling the number of college graduates. As governor, I have worked to ensure that the students in my state receive a quality education that will prepare them for post-secondary education and the workforce.

Already, Michigan has passed important legislation that reforms our education system to allow the state to intervene in low-performing schools; permit new, high-quality charter schools to open; require annual evaluations of teachers and administrators using student growth data; create alternative routes to teacher and administrator certification; and raise the dropout age from 16 to 18.

I am proud to say we have engaged a diverse group of stakeholders to collaborate in the development of Michigan's Race to the Top application. I look forward to working together to implement the proposals outlined in our application and help our students receive the education they need to compete in a global economy.

Thank you for your consideration.

Sincerely yours,



Jennifer M. Granholm
Governor

JMG/lf



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

May 24, 2010

The Honorable Secretary Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support and confidence for Michigan's Race to the Top Phase 2 application: *Accelerate Michigan*. As Superintendent of Public Instruction, I have watched Michigan endure the roughest economic times of any state in recent history, with significant consequences for our state budget and schools. I am proud to say that we have met these challenges with courage and fortitude; as a state, we have decided to move from a culture based on a few major manufacturing industries to a knowledge-based economy and culture where *all* students achieve at high levels. Our theory of action is that, if we build our collective capacity – the alignment of our separate capacities so that they work in concert toward a coherent, focused goal – we will transform our schools from 20th century antiquities into 21st century assets that will serve as the foundation for a greater Michigan.

Our curriculum standards already are among the highest in the nation, and we are committed to adopting and implementing the Common Core standards for K-12 and College and Career Readiness when they are completed. We were the first state to design and implement a statewide student achievement assessment system and we are a governing member of the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium that will develop the assessments that will align with the new Common Core standards. Furthermore, many of the nation's leading education researchers in STEM education and teacher quality are in Michigan.

A year ago, I challenged the state's school districts to expand how they do their work, asking them to submit innovative reforms that focused achievement on proficiency and mandated the inclusion of early childhood education. I selected 14 proposals – representing 65 diverse LEAs statewide – to proceed. These "Project ReImagine" districts are integral to Michigan's Race to the Top efforts and serve as promising district-sized regenerators that can be replicated across our state. *Accelerate Michigan* combines this effort with benchmarking our performance with the world, gathering and using data effectively to support teaching and learning, and furthering research initiatives to inform key policy decisions around educational reform and improvement.

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
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Secretary Duncan
Page 2
May 24, 2010

Race to the Top funds are critical to aligning our strengths and creating the conditions for education innovation to ensure students are college and career ready. I strongly believe that this plan will accelerate our progress and provide us with the momentum to maintain our velocity beyond Race to the Top.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael P. Flanagan". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Michael P. Flanagan
Superintendent of Public Instruction

State of Michigan
State Board of Education

RESOLUTION

SUPPORT FOR MICHIGAN'S PHASE TWO
RACE TO THE TOP APPLICATION

WHEREAS, the Michigan State Board of Education has adopted as its 2009-2010 Goal "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students"; and

WHEREAS, Michigan's phase two Race To The Top application to the United States Department of Education supports and addresses the Board's Priorities for 2009-2010 including:

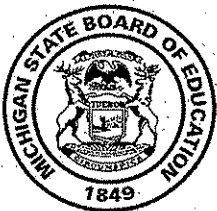
- Continue to reimagine the pre-K-12 educational system in Michigan that will lead to the State Board of Education's expectation for student achievement
- Continue to review and improve Michigan's teacher preparation system
- Continue to advocate and promote high school reform, with an emphasis on rigor, relevance, relationships, and implementation; and

WHEREAS, the State Board of Education believes that Race To The Top represents a critical opportunity for Michigan to engage in the essential reforms that are needed to develop the state's workforce and stimulate education innovation that will accelerate and increase student achievement; and

WHEREAS, the State Board of Education is committed to adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and turning around our lowest-achieving schools; and

WHEREAS, Michigan's Race To The Top application includes many bold, yet achievable initiatives that advance the State Board of Education's framework and foundation for policy direction, *Universal Education: Vision and Principles* and will benefit all students in Michigan now and into the future; now therefore be it

RESOLVED, That the Michigan State Board of Education proudly supports Michigan's phase two Race To The Top application and encourages local school district superintendents, board presidents, and labor leaders across the state to support the application and sign their Memorandum of Understanding (MOU) to reflect the broad efforts to move Michigan's education system forward.



Adopted May 11, 2010

A handwritten signature in cursive script, reading "Kathleen N. Straus".

Kathleen N. Straus, President

A handwritten signature in cursive script, reading "Michael P. Flanagan".

Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

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Budget

Section A: State Success Factors

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes Statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also

include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), later in this section).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), later in this section).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), later in this section).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), later in this section).

(A)(1) Articulating State's education reform agenda and LEAs' participation in it

(A)(1)(i) State education reform agenda to Accelerate Michigan

Speed. Velocity. Acceleration. Momentum. Four important concepts from high school physics, one of the Science, Technology, Engineering and Mathematics (STEM) areas Michigan plans to grow as a result of Race to the Top funding. *Speed* measures change in distance over time. Strictly speaking, *speed* is non-directional; it is simply a measure of change. *Velocity*, on the other hand, measures change in distance in *a particular direction* over time. Think of it as speed toward a goal. *Acceleration* is change in velocity over time – for example, getting faster in a particular direction or toward a particular goal. *Momentum* is the tendency of a body to maintain velocity – speed in a particular direction – in the absence of outside forces.

What do these terms have to do with Michigan's proposal to Race to the Top? Michigan has been through the roughest economic times of any state in recent history; our economy, state budgets and schools have taken a prolonged beating. We know, from the Governor to the grocer, that we need to change, but that change alone is not enough – we need to change in a particular direction. We have decided as a state on what direction: from a culture based on a few major manufacturing industries, to a culture based widely on products and services with one common link – knowledge. In the knowledge-based culture we envision for ourselves, *all* students achieve at high levels, including all students for whom achievement gaps currently exist: All means all.

We started along this new path years ago, even while we endured the economic and social calamities of multiple factory closings and too many home foreclosures. We can even say with some pride that we have made progress toward our goal, as we will describe in the sections that follow. We have some velocity – some speed built up in a particular direction. Our plan is to use Race to the Top funding to accelerate our progress toward a knowledge-based economy and culture. This is why we call our plan Accelerate Michigan. Most important, our plan will provide us with the momentum to maintain our velocity after the Race to the Top funds are gone. Our theory of action is based on the concept of collective capacity. Our problem of practice, as a state and as a nation, is to create and expand our human capacity – the knowledge, skills and dispositions that students will need to survive and thrive in a highly competitive global environment and that teachers and leaders need now to prepare them effectively. Education researcher Mike Fullan (2010) argues that individual capacity-building, even capacity-building at a single level of the system (the classroom, the school, the district or the state), while necessary, is not sufficient for lasting change. Our goal must be to increase the “collective capacity” that crosses and connects all levels of the education system, and to do so in a coherent fashion. According to Fullan, “collective capacity is when groups get better – school cultures, district cultures, and government cultures.”

Right now, Michigan has the potential – the funds, personnel and expertise – to build the capacity necessary to provide quality education to every student in the state. Consider this our capacity to create speed. Our capacity, however, is unevenly distributed, inadequately shared, and poorly focused. In terms of reaching our goals of high achievement for all students, our speed is compromised by lack of a focused direction. Our theory of action is that if we build our

collective capacity, we will transform our schools from 20th Century artifacts into 21st Century assets that will serve as the foundation for the New Michigan. We predict that refocusing our current capacity on significantly raising achievement for all students and sharply reducing achievement gaps for lowest achieving student subgroups will result in improved student engagement, improved school and district cultures, improved parental involvement and support, improved high school graduation and post-secondary success rates, and improved system capacity to sustain improvement.

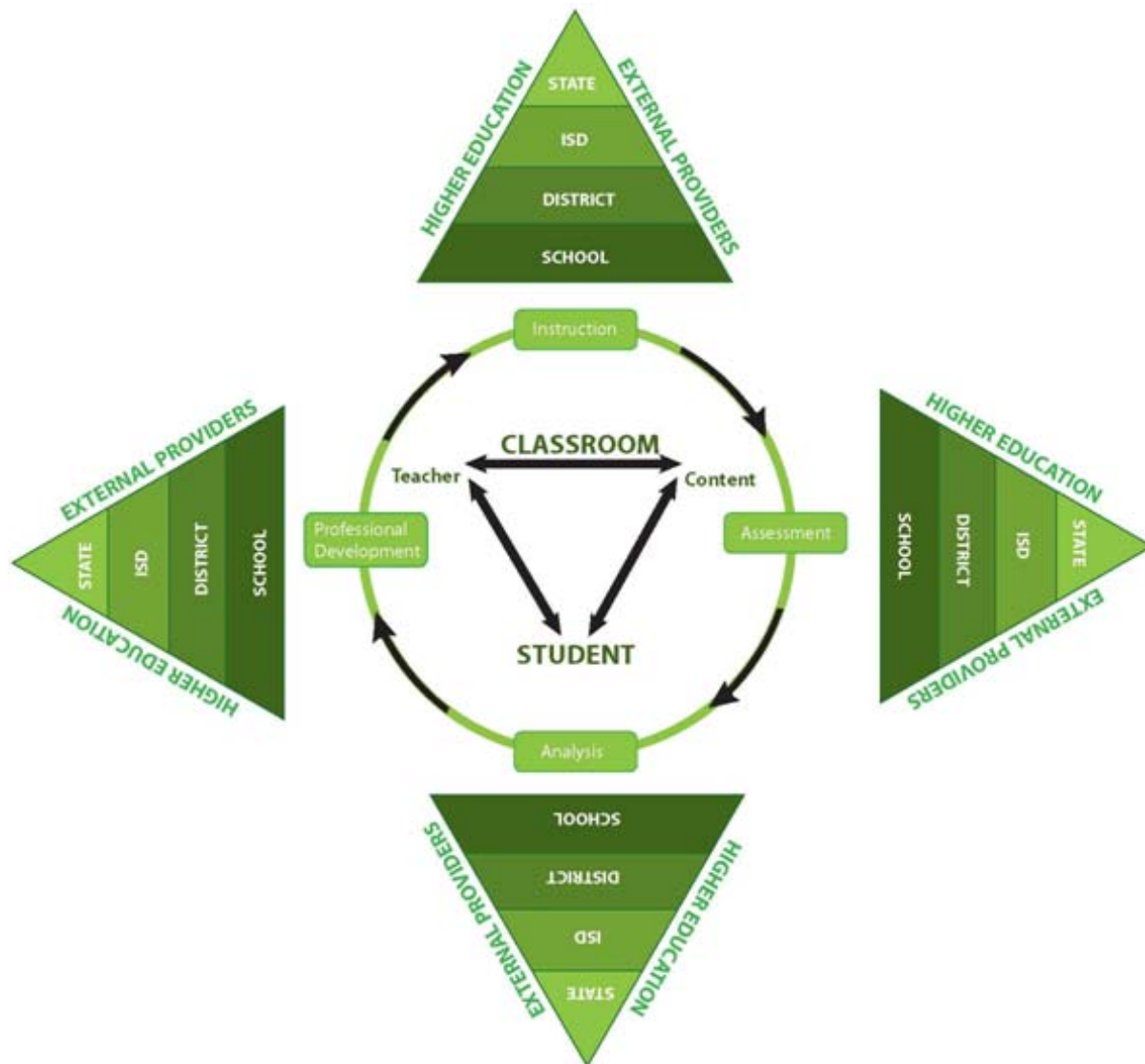
Michigan has considerable current capacity from which to build its collective capacity. As described in the sections that follow, Michigan's curriculum standards already are among the highest in the nation, and Michigan is committed to adopting and implementing the Common Core K-12 Standards and College and Career Readiness Standards when they are completed. In 2008, Michigan also adopted a national career readiness certificate based on ACT's WorkKeys® that complements traditional academic credentials such as a high school diploma or postsecondary degree or certification. Michigan was the first state to design and implement a statewide student achievement assessment system, and our current high school assessment system is a blend of Michigan-specific instruments and the ACT. Michigan has joined the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium as a governing member to help develop the assessments that will align with the new Common Core Standards. Michigan has established and implemented a Unique Identifier Code for students and educators, a key element in our robust data system that includes a Longitudinal Student Data System that can track students across years and across schools and enable educators to make data-based decisions about instructional practice and materials. Michigan has strong teacher and leader preparation programs, including the elementary and secondary teacher preparation programs at Michigan State University that have been ranked number one for 16 consecutive years by *U.S. News & World Report*. Many of the nation's leading education researchers in STEM education and teacher quality are in Michigan. We have an established virtual high school and professional development platform in Michigan Virtual University, home of the second-largest number of on-line K-12 courses in the country. In response to No Child Left Behind, Michigan has developed a Statewide System of Support that has helped hundreds of low-performing schools reach their Adequate Yearly Progress goals for the first time ever. Finally, the climate among Michigan's schools and educators is beginning to

change. A year ago, Superintendent of Public Instruction Mike Flanagan challenged the state's school districts to ReImagine Michigan education – to think outside the box about how they do their work. He asked them to submit innovative reforms that focused achievement on proficiency, not seat time, and mandated the inclusion of early childhood education. Seventy-one districts accepted his challenge to re-imagine the P-12 education system, and 14 proposals (representing 65 diverse LEAs statewide) were selected to proceed. Examples of the plans appear in Appendix A.1. These Project ReImagine districts are integral to Michigan's Race to the Top efforts as promising district-sized experiments that can be scaled up if successful.

For all of this current capacity, what we don't have yet is collective capacity – the alignment of our separate capacities so that they work in concert toward a coherent, focused goal. We have strong standards and assessments, but we will need to adopt the Common Core and College and Career Readiness Standards and implement the Balanced Assessments when they become available if we are to benchmark our performance with the nation and the world. Part B describes our plans to prepare for this benchmarking. We have good data in Michigan, but we lack a mechanism that makes data and analyses accessible and useful to educators in their work. In Part C, we describe our proposed Michigan Data Portal and how it will meet this crucial need to get data into the hands of teachers and leaders. Having data is not the same as knowing how to use the data to inform practice, whether classroom instruction, school scheduling, resource allocation, or professional development. We acknowledge that every educator in Michigan needs to be able to use data accurately, fairly, and effectively in decisions about instruction, remediation, staffing, professional growth, and performance evaluation, among other things. Part D describes how Accelerate Michigan will support educators at every level in using data effectively to become even better at what they do. Accelerate Michigan also includes a set of research initiatives that will help us answer key policy decisions, including which preparation programs, certification routes, and professional development efforts work well and which need to be improved or ended.

The mechanism we will use to coordinate these ambitious efforts to align our ambitious standards, assessments, data use, and professional development is our Responsive Instructional Support System, or RESPONSE (see next page).

Responsive Instructional Support System (RESPONSE)



RESPONSE puts the emphasis where it belongs: on the instructional core (Elmore, 2007) of teachers and students working with challenging content. In RESPONSE, all levels of the system, from the school to the state department of education, focus their resources on supporting a cycle of improvement within the classroom. Standards, assessment, data analysis, and a host of professional development resources work together to support student achievement, based on high-quality evidence and research-based practices of instruction – much of it conducted by

Michigan's premier educational research institutions. That support for instructional improvement includes the use of a new Framework for Educator Evaluations, also described in Part D. This new framework represents a remarkable collaboration by the leadership of the state's teacher unions, administrator and school board associations that lays out the principles for an evaluation process for all teachers, principals and central office administrators. This process will provide teachers and leaders with the data-based performance feedback they need to continue to grow professionally and also complies with new Michigan law requiring educator evaluations based on performance.

RESPONSE will offer support in context, rather than one-size-fits-all initiatives that are too often inefficient and ineffective. Some of this support will be found on-line at the Michigan Department of Education's new Teaching for Learning web site. The Teaching for Learning web site, now in its final stages of development and scheduled to be launched in July 2010, contains an array of instructional and curricular resources organized into Foundational Knowledge, Strategies for Instruction, and Using Data. These organizational components reflect a set of larger ideas about what research tells us constitutes effective teaching.

This context-specific approach to providing instructional support allows Accelerate Michigan to focus resources more intensely where they are needed most – in our lowest-achieving schools. Because our goal is to raise achievement for all students, all LEAs will receive support via RESPONSE, tailored in type and intensity to meet the specific needs of each district. The LEAs with the lowest achievement and greatest disparities in student achievement will receive more intensive and rigorous support to move all students to college readiness by the completion of high school. Raising achievement for all students while closing achievement gaps is an area of critical focus for Michigan's Race to the Top application. As outlined in (A)(3), Michigan has several initiatives underway to address the issue of achievement gaps for various student groups. RESPONSE will enable Michigan to accelerate those efforts. The key is the "responsiveness" of the system, whereby the activities of the system are enhanced or accelerated in schools where the need to close the achievement gap is greatest.

By connecting and aligning key aspects of student, educator, and system improvement, RESPONSE is designed specifically to build collective capacity. World-class standards and assessments will generate the data that will inform instruction, drive practice, and target professional development. The Framework for Evaluating Educators works in close

coordination with RESPONSE. It will serve as a vehicle through which the standards of content and pedagogy from RESPONSE are translated into educator goals; where assessment information incorporated into RESPONSE is translated into measures of those goals; and finally, where the areas that need targeted professional development provided by RESPONSE are identified. RESPONSE helps to coordinate professional development across all areas as well. Finally, RESPONSE provides the responsive system by which targeted supports are provided to help turn around low-performing schools.

This proposal lays out Accelerate Michigan's plan to reach our ambitious but achievable goals and how we plan to get there. Specifically, Michigan intends to:

- Increase student achievement in mathematics and reading on Michigan assessments by 20% in four years and 50% in ten years, based on current proficiency standards (Note: we anticipate that proficiency rates based on the new expectations will drop significantly once Michigan adopts college ready cut scores);
- Reduce the achievement gaps in both subject areas by 25% in four years and by 75% in ten years based on current proficiency standards;
- Increase student achievement and decrease achievement gaps as measured first on state assessments and then on NAEP. This goal reflects the reality that, although there is overlap between the purposes of NAEP and Michigan assessments, there are real and significant differences between them. Those important differences include that (1) NAEP is only partially aligned to Michigan's content standards; (2) NAEP is only partially aligned to the Common Core Standards which Michigan will adopt; (3) there is a lack of stakes and therefore motivation for schools in taking NAEP; and (4) individual student scores and school level reports are not provided on NAEP;
- Increase the high school graduation rate to 80% in four years and reach and maintain a 90% graduation rate by 2020; and
- Increase the number of students successfully completing at least one year of post-secondary education or technical training by 10% in four years and reach and maintain a 50% successful completion rate by 2020.

The timeline of these goals acknowledges both the start-up process and the possibility of an initial implementation dip in achievement scores. The ten-year goals acknowledge the inescapable fact that the economic and social well-being of our state is not in our hands, but in the hands of the students in our schools today.

(A)(1)(ii) Securing LEA Commitment

The participating LEAs are strongly committed to the state's plan and to effective implementation of reform in the four education areas. Nowhere is the need for Race to the Top – the funding program and the ideas behind it – more apparent than in Michigan. For nearly a century, the economy and culture of Michigan was based on manufacturing. The collapse of the auto industry and the off-shoring of other manufacturing jobs have put Michigan at or near the bottom of state rankings of positive indicators for more than a decade. Educators in Michigan at both the state and local levels recognize the opportunity that Race to the Top represents, which explains the leap of faith so many LEAs were willing to make in our Phase 1 application, for which the superintendents and school boards of over 750 LEAs and charter schools (which have LEA status in Michigan) signed Memoranda of Understanding and scopes of work with little time to review the details of the proposed plan. The teachers' unions were unwilling to make that leap, and only a handful of local union leaders signed Memoranda of Understanding.

While stakeholders had considerable input into Michigan's Phase 1 application, the collaborative nature of the planning for this Phase 2 application has been nothing short of astonishing. In fact, periodically stakeholders took turns calling attention to how remarkable it was to have so many union, association, state department, policy leaders and university researchers so actively and intensely engaged in the process. Because the considerable resources represented by Michigan's institutions of higher education were noticeably absent in Michigan's Phase 1 application, the Michigan Department of Education asked for their assistance in preparing this application. Working groups of K-12 stakeholders, including members of the Michigan Legislature and State Board of Education, statewide professional associations, the Michigan Department of Education senior staff, and leading university researchers, were convened to review each section of the Phase 1 application and consider research-based alternatives to various aspects of the original plan. The result is a more coherent, collaborative

approach to school improvement and student achievement with considerably more commitment from the state's education community.

Something else remarkable happened as well. Even before the planning for a Phase 2 application began, leaders from the state's teacher unions and the principal, and superintendent associations began working collaboratively and productively on the development of the Framework for Educator Evaluations. This evaluation process would not only meet new state requirements for teacher and administrator evaluations, but go much further by describing a process that will be instrumental in the professional growth of all teachers and leaders.

Prompted by the eligibility requirements of Race to the Top, the bi-partisan legislative package signed into law in January 2010 affects several key issues related to the effective implementation of Accelerate Michigan in the four reform areas identified in the Race to the Top selection criteria. It broadens the possible paths into teaching and administration and further increases the conditions under which Michigan can expand its charter schools. It strengthens the state's authority to intervene in persistently low-achieving schools. Most important, it requires local and state educational agencies to use performance data in the annual evaluation of teachers and leaders, including central office and senior administrators. In all, these new laws will help ensure that Michigan students have the great teachers and leaders they deserve. (See next page for table).

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	737	100
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	737	100
(ii) Professional development on use of data	737	100
(iii) Availability and accessibility of data to researchers	737	100
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	737	100
(ii) Design and implement evaluation systems	737	100
(iii) Conduct annual evaluations	737	100
(iv)(a) Use evaluations to inform professional development	737	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	737	100
(iv)(c) Use evaluations to inform tenure and/or full certification	737	100
(iv)(d) Use evaluations to inform removal	737	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	737	100
(ii) Hard-to-staff subjects and specialty areas	737	100
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	737	100
(ii) Measure effectiveness of professional development	737	100
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	737	100

The levels of support for each of the core areas reflect Michigan's particular culture and context. Michigan has already adopted and implemented rigorous academic standards, which research indicates (Fullan, 2010) is an essential early step in building collective capacity throughout the system. This means the development and adoption of the Common Core K-12 Standards and College and Career Readiness Standards will be an extension rather than a major change for districts. In addition, Michigan has experience incorporating a national assessment, the ACT, as part of our statewide assessment system. As Michigan works with other states to develop a new high-quality system of assessments aligned with the Common Core Standards, LEAs know from this experience that the new assessments will provide better information to target instructional intervention. LEAs also realize that their current capacity to capitalize on improved student data is both limited and varied, and that a statewide system that includes professional development in using data to improve instruction is both more effective and more cost efficient than hundreds of districts finding the resources and expertise on their own.

As for improving teacher and principal effectiveness based on performance, Michigan law now requires LEAs to develop processes to do this, and leaders from the state's teacher unions and principal, superintendent and school board associations have been integral players in the development of an evaluation process that qualifies for this part of the Accelerate Michigan plan. The evaluation process is designed for all educators responsible for student achievement, including teachers, principals, ancillary professional educators, central office professionals, and superintendents. Make no mistake, including student performance in evaluation processes is quite controversial and represents a huge change in practice and culture, not just here, but across the nation. Difficult issues remain to be settled, but all of the players are at the table and committed to resolving them to reach an evaluation process that is fair, transparent, and effective in promoting student and educator growth.

In the Accelerate Michigan plan, all of the components of the reform agenda – rigorous standards and high-quality assessments, using data to improve instruction, and improving teacher and leader effectiveness – come together with increased intensity to support turning around our lowest achieving schools. LEAs want and need the support described in the Accelerate Michigan plan.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	737	737	100
President of Local School Board (or equivalent, if applicable)	737	737	100
Local Teachers Union Leader (if applicable)	448	537	83.4

(A)(1)(iii) Translating LEA Participation into Statewide Impact

Participating LEAs will translate into broad statewide impact, allowing the state to reach its ambitious yet achievable goals, overall and by student subgroup, for (a) increasing student achievement in reading/English language arts and mathematics; (b) decreasing achievement gaps between subgroups; (c) increasing high school graduation rates; and (d) increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit

Both the number and the composition of the participating LEAs guarantee that Accelerate Michigan will have broad statewide implementation and impact allowing us to reach our goals of significantly improved student achievement for all with special emphasis on accelerated improvement for the lowest achieving students. We predict that the number and composition of participating LEAs will also maximize the statewide impact on high school graduation and post-secondary education success rates. While our Phase 1 application included signed Memoranda of Understanding representing nearly nine of out ten LEAs and students in Michigan and over 90% of the students in poverty, only 8% of Memoranda of Understanding contained signatures of local union leaders. Due to our extensive collaboration with stakeholder groups in the development of this application, both the Michigan Education Association, and the American Federation of Teachers-Michigan, pledged their support. As a result, a vast majority (83.4%) of Memoranda of Understanding now include union support, considerably strengthening our ability to implement the innovative reforms contained in our application. A sample Memorandum of Understanding is included in Appendix A.2.

The table below shows that the number and demographic makeup of the participating LEAs will allow the state to insure that Accelerate Michigan will have statewide impact both overall and by subgroups on student achievement, the achievement gaps, high school graduation and post-secondary advancement.

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	737	848	86.9
Schools	3,386	3,769	89.8
K-12 Students	1,446,119	1,618,614	89.3
Students in poverty	689,598	742,148	92.9

See Appendix A.3 for detailed information each participating LEA.

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the state has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the state has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the state has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the state's budget and accompanying budget narrative, to accomplish the state's plans and meet its targets, including

where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, state, and local sources so that they align with the state's Race to the Top goals; and

- (e) Using the fiscal, political, and human capital resources of the state to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The state's teachers and principals, which include the state's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the state's legislative leadership; charter school authorizers and state charter school membership associations (if applicable); other state and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans

(A)(2)(i) Ensuring the capacity to implement

(a) Strong leadership and dedicated teams to implement statewide education reform as proposed by state

Collective capacity requires strong leadership at every level to keep efforts focused on the core goals. Michigan is fortunate to have the strong leadership at the state, regional, and local levels it will take to implement Accelerate Michigan. For the past seven years, Governor Jennifer Granholm and the Michigan Legislature have been constantly challenged to protect education funding during the worst economic times in Michigan's history, and they have largely succeeded. The Michigan State Board of Education called for and adopted grade level and course content standards that have received national acclaim for their rigor; these were followed by new high school graduation requirements that include four credits of mathematics and English language arts, three credits of science including biology and either physics or chemistry, two credits of a world language, and an on-line learning experience (either a credit or project). State Superintendent Mike Flanagan is a strong proponent of Race to the Top and in April, the State Board of Education extended his contract to May 1, 2013.

Michigan educational leadership also benefits from 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 officials associations. Unique to Michigan, this alliance has met continuously for over a decade and 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. In this way, the Education Alliance strives to reach consensus on education issues so that its members can provide leadership to their individual constituencies as well as political leaders and the public.

At the regional level, Michigan has a system of 57 intermediate school districts or regional education service agencies that provide a range of instructional, professional development, and other support services to the local districts in their area. These regional entities have recently organized into eight clusters which have in turn associated themselves with

one of Michigan's regional public universities to form regional research consortia to identify and undertake specific educational research studies based on locally and regionally identified needs. At the local level, Michigan has a long and deep history of local control of its schools and strong union representation of instructional staff. This has meant that over the years many districts and intermediate school districts have developed considerable expertise in curriculum and instruction and professional development, among other things. We plan to take advantage of this local knowledge and capacity to help support the dissemination of best practices and new knowledge.

In addition, Michigan's intermediate school districts are working collaboratively with the Michigan Department of Education to increase collective capacity. A formal Partnership Agreement has been in place for several years that outlines this work, which is led by a Governance Committee on Joint Initiatives co-chaired by Superintendent of Public Instruction Mike Flanagan and the president of the intermediate school districts' statewide association. At the May 5, 2010 Governance Committee on Joint Initiatives, it was agreed that the formal partnership will be extended for another year from July 1, 2010 to July 1, 2011. Superintendent of Public Instruction Mike Flanagan will be signing this agreement by the end of May 2010. It will be given to the Michigan Association of Intermediate School Administrators for formal adoption and signature at its June 2010 meeting (see Appendix A.4 for current and future agreements). Within the Michigan Department of Education, Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer, will provide the state leadership for Accelerate Michigan.

(b) Support for participating Local Education Agencies

Accelerate Michigan will use the Responsive Instructional Support System (RESPONSE), including the Teaching for Learning Framework, to guide the supports and resources available to districts, providing LEAs with easy access to best practices that have been vetted by teachers, administrators, and university professors to ensure that only those that have demonstrated positive impacts on students will be included. Districts will be both supported and held accountable for the progress and performance of their students through a series of activities including professional development, active learning communities, and knowledge management structures put in place for sharing best practices and lessons learned. Teachers and

administrators will have real-time access to information on how their students are progressing, and job-embedded professional development will be provided to support the use of differentiated instructional strategies enabling teachers to reach all students.

The Accelerate Michigan Office, housed within the Michigan Department of Education, will be responsible for monitoring LEA progress on initiatives. For those districts not demonstrating progress and performance, their intermediate school districts will intervene with a deeper level of support as described in this application. In addition, the state has the authority to further intervene through less drastic measures such as offering support, and through more drastic measures such as withholding funding, replacing key district personnel, and taking over schools.

(c) Effective and efficient operations and processes for implementing Race to the Top grant

Accelerating Michigan will require a commitment to streamlining operations and coordinating all reform initiatives to ensure effective implementation. Building the capacity of the Michigan Department of Education, collaborating across the agency and with external partners will be accomplished through the Accelerate Michigan Office. The Accelerate Michigan Office will use open and transparent reporting on the benchmarks and achievements for each element of this plan, the plans for the state reform legislation, and the State Fiscal Stabilization Fund Plan.

The Accelerate Michigan Office will include project management staff, data analysts, consultants, and specialists to work in collaboration with the offices within the agency that are leading each of the four reform areas: standards and assessment, great teachers and leaders, comprehensive data systems, and struggling schools (see Appendix A.5). In addition to internal collaboration efforts, staff in the Accelerate Michigan Office will ensure that collaborative efforts with external education partners are continuous and contribute to the coherent accountability and communication measures.

The Accelerate Michigan Office includes Project ReImagine, 14 demonstration sites representing 65 diverse LEAs across the selected to exemplify education reform focused on improved outcomes for all Michigan students. Project ReImagine is also described in (A)(1)(i). Management of the Accelerate Michigan Office will focus on: (1) ensuring that project timelines are clearly defined, communicated, and met; (2) assisting with writing and tracking Accelerate

Michigan Requests for Proposals and grants through the approval and dissemination processes to meet timelines; (3) communicating Accelerate Michigan reform policy decisions so they are executed uniformly across the Michigan Department of Education; (4) coordinating external partners' input to the Accelerate Michigan efforts to ensure success; and (5) providing assistance to the Michigan Department of Education offices to integrate professional development into a responsive system for all educators.

The Accelerate Michigan Office will report to the Deputy Superintendent/Chief Academic Officer, Sally Vaughn, who supervises all of the education services offices in the Michigan Department of Education. Education services offices include state and federal programs for special education, school improvement, Title I, educational technology, charter schools, early childhood, career and technical education, assessments and accountability, and teacher preparation. The office will coordinate with Deputy Superintendent Carol Wolenberg who supervises all of the administrative services offices in the Michigan Department of Education; and with the new Deputy Superintendent/State School Reform/Redesign Officer required by Michigan's recent education reform legislation. Administrative offices include state and federal grants management, child nutrition and school health, audits, budget and finance, state aid and school finance, human resources, and State Fiscal Stabilization Fund monitoring. The State School Reform/Redesign Officer is charged with overseeing the turnaround and redesign of the persistently lowest achieving schools in the state. If the State School Reform/Redesign Officer cannot see demonstrated progress in turnaround and redesign efforts, s/he has the authority to place schools into the State School Reform/Redesign District and take direct control as superintendent of the State School Reform/Redesign District.

(d) Use of grant funds to accomplish State's plans and meet its targets—where feasible, by coordinating, reallocating, or repurposing education funds from other federal, state, and local sources so they align with the State's Race to the Top goals

In addition to Race to the Top funding, Michigan is using state funds to support 21st Century Small High Schools in two public schools and one charter school in Detroit, the Middle Colleges initiative, which provides dual-enrollment (high school and community college) opportunities in health and STEM careers, Math and Science Centers that support districts in STEM-related professional development activities, and Michigan Virtual University, which

provides online Web-based programming for K-12 students and online Web-based professional development for teachers.

Throughout this application, we identify critical areas of need for Race to the Top funds. In the budget narrative, we also outline areas of funding overlap. We view Race to the Top as providing a one-time, start-up fund for the development and institutionalization of several key functions in the Michigan Department of Education including teacher evaluation and school turnaround, which are primarily funded with Title I School Improvement Grant funds.

All funds coming into the Michigan Department of Education must now be aligned with Accelerate Michigan as much as possible, given the funding requirements. Because our foundation community has been involved from the ground up, the foundations also are committed to funding education opportunities at the local level that align with the broader plan. On the federal landscape, we have integrated plans for a State Longitudinal Data System grant and a School Improvement Grant to align with the strategy. Other key federal funding sources such as Title I Part A, Title II Parts A and D, and IDEA also will work in concert with the plan. For example, Title II Part D of the American Recovery and Reinvestment Act funds are being used to start up eight regional data initiatives that will be the foundation work for the implementation of instructional improvement systems statewide, and Title I Part A funds are being used in coordination with School Improvement and Race to the Top funds to provide extended learning opportunities to improve achievement. On the state level, funds also will be directed toward this plan. The Michigan Legislature recently put into law the requirement for a School Reform/Redesign Officer. This state-funded position will be critical in implementing the struggling schools reforms. Regardless of the outcome of Race to the Top, Michigan has a great need to leverage all funds toward Accelerate Michigan, and we will continue to do so as much as possible.

(e) Use of fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success

Most radical change efforts fail because at the end of the day, people “in the trenches” are not committed to change. In education, nearly all teachers and leaders want their students to improve. They are committed to the idea of change, but they are not given the practical supports

to truly change daily practice. To be successful, every teacher, administrator, parent, and community member must rethink the business of educating children. This will require tremendous effort on the part of leaders across the state ranging from the governor to the local teachers union. For Michigan, the stakes are incredibly high for all involved—we must succeed or our state will spiral into irrecoverable poverty and unemployment. Our governor and Legislature have stated firmly that they are willing to make the hard decisions necessary to implement change, and they have followed those statements with dramatic legislative changes. We will have a solid plan to manage the change of daily practice throughout the education system.

Michigan is viewing the Race to the Top funding as start-up costs, not operating costs, for the critical initiatives that need to be put in place. Some of the projects will produce efficiencies that will allow the state ultimately to spend less money on data reporting and compliance monitoring, and allow the savings to support classroom instruction. Project ReImagine districts have been specifically charged with “doing more with less,” acknowledging that we must achieve excellence more efficiently.

Our state legislators have stepped up to the plate to pass the legislation needed to implement the reform process, and we anticipate they will make the hard choices necessary to continue to fund education at the levels needed to carry out Accelerate Michigan. The foundation and business communities have given full support for the reform of the state’s education system. Their ongoing support will be needed to champion the reforms. We are committed to on-going work with these constituencies to make this happen.

(A)(2)(ii) Using Broad Stakeholder Support

(a) Teachers and principals, which include the State’s teacher unions or statewide teacher associations

Michigan’s Phase 2 application has the broad support of teacher unions at both the local and state levels, as well as statewide associations representing Michigan’s elementary, middle and high school principals. The Michigan Education Association, the American Federation of Teachers-Michigan, Michigan Elementary and Middle School Principals Association and the Michigan Association of Secondary School Principals have publicly supported and submitted letters confirming that support. Representatives from these organizations were actively involved

in Phase 2 planning groups, side-by-side with representatives of superintendent and school board associations. Although the conversations have not always been easy, we firmly believe that our work to date is better because of this engagement. The Network of Michigan Educators, representing “the best of the best” (former teachers of the year) have also submitted a letter of support.

(b) Other critical stakeholders

From the beginning, Michigan has enjoyed the support of critical stakeholders who contributed to the development of this plan and who mobilized the support necessary for its successful implementation. Since early last summer, the Council of Michigan Foundations has played a key leadership role in garnering much needed resources from foundations throughout our state so that we could develop a plan that would result in sustainable improvements for our education system. Although many states enjoyed the support of the Bill and Melinda Gates Foundation, Michigan was proud of the financial support provided by local foundations through the Council of Michigan Foundations. We believe that this is a testament to the commitment and resources available within our state to ensure the successful implementation of this plan.

Indeed, Michigan has a long and proud history of philanthropic support for its communities and children. Michigan ranks seventh in the nation in total foundation assets, with over \$28 billion held by more than 350 grant-making organizations. The Kalamazoo Promise represents the commitment of a group of anonymous donors to the city and schools of a southwestern Michigan community that has seen better times. Students who live within the city limits and who complete four years at a Kalamazoo Public Schools high school are eligible for grants that cover all or a portion of their tuition and fees at a Michigan public university or community college. The first recipients are graduating right now; so far more than 1,500 graduates have shared more than \$17 million. According to the Detroit Free Press, “In four years the Kalamazoo Promise has sent hundreds of students to college, boosted enrollment in the local school district, increased test scores and been the model for how to make a difference in one community.” Section D(1) describes the Woodrow Wilson Teaching Fellows Program, a \$16.7 million initiative sponsored by the W.K. Kellogg Foundation to increase the number of mathematics and science teachers prepared in Michigan. In addition, the state has a grant from

the Kellogg Foundation to support districts in creating “Ready Schools,” which ensure not only that children are ready for school but that schools are prepared for children.

On the other side of the state, the Charles Stewart Mott Foundation has been supporting the city of Flint, as well as communities across Michigan and around the world for nearly a century. Since 2003, Mott has granted \$46 million in the area of education and \$102 million to community development in Michigan. Most recently, a broad and diverse cross-section of Detroit’s education, government, civic and community, parent, and philanthropic leaders have joined forces to establish Excellent Schools Detroit, a 10-year, \$200 million initiative committed to ensuring that all Detroit children receive the great education they deserve.

The cornerstones of the Excellent Schools Detroit plan are widespread commitment from Detroit’s individual and organizational community members, the opening of 70 new high-quality community schools throughout the city to create real options for students and families, an independent, non-political, non-governmental Standards and Accountability Commission to hold all schools to high standards of academic and fiscal performance, and the creation of a talent pipeline to attract the nation’s best teachers and principals so that Detroit becomes nationally known as the fastest-improving urban school district in the country. The Skillman Foundation, along with the Kresge, W.K. Kellogg, and McGregor Foundations, have made a promise to Detroit that by 2020 Detroit will be the first major U.S. city in which 90 percent of the students graduate from high school, 90 percent enroll in college or a quality postsecondary training program, and 90 percent of enrollees are prepared to succeed without needing remediation.

Michigan’s legislative leadership engaged in difficult negotiations to ensure that appropriate legislative changes were passed in order to align state law with Michigan’s Race to the Top plan. They listened to stakeholders, debated among themselves, and passed major education reform legislation that puts students—and their teachers—at the center. Evidence of this effort is pervasive throughout this application. Letters of support from the education leaders from Michigan’s Legislature are also included in Appendix A.6.

To build statewide support for its Phase 1 application, the state launched intense outreach efforts, and the engagement of our stakeholders was encouraging. The leadership from Michigan’s education organizations joined the leadership from the Michigan Department of Education to form the American Recovery and Reinvestment Act Core Team. Four of Michigan’s intermediate school districts took a leadership role in organizing a series of

stakeholder meetings, held throughout the state to share information about our plans and lay the foundation for its support (see Appendix A.7). The intermediate school districts in more sparsely-populated rural areas of the state were able to use the technology available to them and organize the virtual participation of stakeholders in more remote areas. As these meetings were occurring, a series of targeted webinars was provided to key education partners including teachers, principals, school board members, superintendents, colleges of education, and community colleges. Feedback from these webinars provided the material for the development of a public Frequently Asked Questions document, which was posted on the Michigan Department of Education recovery website and is updated regularly.

These efforts paid off as we began the rewrite for our Phase 2 proposal. We convened a large stakeholder group that included leadership from all of the state education organizations, teachers unions, and higher education to assess the reviewer comments that our original application received. Participants were then asked to sort themselves into interest groups to provide feedback and input on improving each section of the state's plan. Michigan State University provided assistance and a central point of contact for the revisions and rewrites for each section. Work teams shared the drafts to get comments from the entire stakeholder group. The stakeholder group provided input into the narrative sections and the construction of the Memorandum of Understanding. Changes in the Memorandum of Understanding were made through consensus among key educational stakeholders, including Michigan Association of School Administrators, Michigan Association of School Boards, Michigan Education Association, American Federation of Teachers-Michigan, Middle Cities Education Association, and Michigan Association of Public School Academies. The Scope of Work section of the Memorandum of Understanding was expanded to provide districts with specific actions both the state and the locals will take. The application narrative and Memorandum of Understanding posted to the website on Friday, May 7, 2010, to give districts time to read and commit to participating. Once the application was complete, leadership from each group of stakeholders communicated support of the Accelerate Michigan plan to its membership.

As a state we have coalesced behind our education reform agenda and a plan, a plan that enjoys the widespread support of organizations, institutions and leaders throughout the state. Appendix A.6 includes letters from organizations that represent Michigan's leading institutions of higher education, teacher unions, associations for school leaders, business, community

organizations, urban education centers, and champions of a cross section of education interests such as mathematics, science, charter schools, adult education, and extended day programs. In addition, letters of support from the Governor, the Superintendent of Public Instruction and a resolution from the state Board of Education are included at the beginning of this application.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and state funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps

(A)(3)(i) Progress in four reform areas and use of funds to pursue such reforms

Michigan has applied American Recovery and Reinvestment Act funding and other state and federal resources to make progress on educational reform in the four core areas as outlined below.

Standards and Assessments

Michigan has implemented a high-quality system of standards and assessments. Michigan's K–8 and high school content standards were substantially revised in 2004 and 2006, respectively, and are considered among the best and most rigorous in the nation. Michigan's rigorous K–8 and high school content expectations receive near perfect scores in various national education reports. For example, in both the 2009 and 2010 Education Week Quality Counts reports, Michigan received a grade of A for its high-quality standards. Michigan standards are routinely applauded by the leadership of Achieve and the Council of Chief State School Officers in speeches and publications, and were a key factor in Governor Jennifer Granholm recently being honored as the National Education Policy Leader of the Year by the National Association of State Boards of Education. All Michigan standards are defined by specific content expectations that articulate what students should know and be able to do by grade, subject, or credit. Student knowledge of K–8 standards is measured by the Michigan Educational Assessment Program. High school expectations are measured by the Michigan Merit Exam, which combines several tests into one and provides all students with both a free college entrance examination (the ACT) and measures of workforce readiness. These new world-class content standards are closely aligned to National Assessment of Education Progress frameworks and international assessments such as Program for International Student Assessment. Michigan's English language arts and mathematics assessments have been fully approved by the U.S. Department of Education as meeting all Elementary and Secondary Education Act requirements.

Since adopting these more rigorous standards, mathematics assessment scores have increased each year. The Michigan Merit Examination was paid for through a combination of federal and state funds. The Michigan Merit Curriculum rollout was paid for through a National

Governor's Association grant, school improvement funds, and administrative set-aside from state and federal grants.

Data Systems

Michigan has made significant progress toward meeting the 12 elements described by the America COMPETES Act. The Michigan Department of Education has the systems capacity to address 10 of the 12 elements and will focus Race to the Top and other efforts on redoubling statewide efforts to ensure that the remaining elements are addressed and accomplished in the state's longitudinal data system to support our education reform efforts. As is the case with many states, the Michigan Department of Education's longitudinal data system capacity has been focused on PK–12, and recent efforts have moved the state toward the deployment of processes and systems that focus on connecting postsecondary and workforce data. Michigan now needs to enable end users to query and analyze information on a number of variables, subgroups, and relationships directly from the data sets currently available in Michigan.

In 2006, Michigan began working with an intermediate school district in the state on a prototype data portal project called Data for Student Success. The Data for Student Success project now serves as the prototype for building Michigan's Web-based education data portal that will provide information to school leaders, teachers, researchers, and the public. Through Race to the Top, we plan to build upon efforts that have been funded by two separate Institute of Education Sciences State Longitudinal Data System grants and will leverage the Data for Student Success efforts to put into place a Web portal that supports parameterized reporting against the core data sets. This will enable parents, teachers, and the interested public to ask questions, seek additional clarification, and drill down to more specific areas of interest. As the state moves to build its automated State Longitudinal Data System, the Data for Student Success objectives for 2010 will align with Race to the Top project goals and refocus on building web services that automate the flow of state assessment data into the regional data initiatives – see (C)(3) – so that schools can link local data with state-level accountability data and other data points, such as attendance, subject-by-subject grading, and student-by-teacher rostering. Facilitating the timely flow of state data improves the depth and timing of reports, allowing teachers and administrators to dig deeper and increasing the value proposition for local funding of regional data warehouses in Michigan's tight fiscal environment.

Effective Teachers and Leaders

Michigan has a long history of being a leader in teacher preparation; in particular, Michigan State University's five-year program for teacher preparation is widely viewed as a national model of excellence. In addition, the University of Michigan is transforming its teacher preparation programs from seat-based to clinical in nature. The state has invested in research designed to identify shortage areas, such as mathematics and science, and to bring postsecondary institutions together to develop solutions.

The Michigan Department of Education also has developed and is currently piloting Individual Professional Development Plans, which are designed to assist educators in strategically planning their own professional development based on their students' needs and the needs of the school as identified in the school improvement plan. The state recently implemented criteria approved by the State Board of Education to approve teacher preparation programs. In November 2007, the State Board directed all Michigan teacher preparation programs to work with one of two national accreditation organizations, the Teacher Education Accreditation Council or the National Council for the Accreditation of Teacher Education, to begin the accreditation process by 2012. In addition, Michigan's 2006 No Child Left Behind Teacher Equity Plan outlines efforts and strategies undertaken relative to the equitable distribution of highly qualified teachers in high-poverty and high-minority schools. Ninety-six percent (96%) of Michigan's teachers are highly qualified; the remaining 4 percent are not disproportionately clustered in high-poverty, low-performing districts or schools.

Turning Around Low-Achieving Schools

Michigan has developed a Statewide System of Support for low-achieving schools that has garnered national attention. Using Title I funds, the Michigan Department of Education provided a multi-layered support to Title I schools that have not made Adequate Yearly Progress for at least three consecutive years for academic reasons. The results have been heartening: over the past three years nearly 300 schools have been able to meet their Adequate Yearly Progress goals with the assistance of the Statewide System of Support.

(A)(3)(ii) Improving Student Outcomes

Michigan has worked to improve the achievement of all students by implementing the reforms described above, in addition to elements of the Elementary and Secondary Education Act since it was reauthorized in 2001. The impact of these actions has been documented, since 2003, through Michigan's standards and assessment system. Michigan conducted standard setting for its general assessments in grades 3 through 8 in the 2005-06 academic year and began administering a new high school assessment in spring 2007. Appendix A.8 displays reports supporting the narrative bullets and tables below. Due to page limit restrictions for appendices, Michigan has provided a sample of reports for all assessments.

(a) Increasing student achievement in reading/language arts and mathematics, and (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics

Michigan has analyzed trends in achievement and in achievement gaps over the last five years in which the Michigan Educational Assessment Program (grades 3-8) has been based on the same content standards; and over the last three years in which the Michigan Merit Examination (grade 11) has been based on the same content standards. The table below shows the gains in percent proficient across the state (the top row of data) and for specific groups of interest (the remaining rows of data) from 2005-2009 on the Michigan Educational Assessment Program. In this table, the gains are not calculated simply by subtracting the 2005 percents from the 2009 percents, as such simple difference measures are highly sensitive to yearly differences in cohorts rather than to real trends. The trends are instead based on the slope of a linear regression of percent proficient on the year of the test. Positive numbers indicate upward trends in percent proficient and are presented in normal font. Negative numbers (presented in **boldface**) indicate downward trends in proficiency rates, and numbers presented in *italics* indicate places where subgroup gains are smaller than statewide gains (all students)—meaning that the achievement gaps are increasing. Where subgroup gains are not italicized, it indicates that achievement gaps are closing.

Student Group	Gains in Percent Proficient from 2005-2009, by Subject and Grade													
	Mathematics						Reading						Science	
	3	4	5	6	7	8	3	4	5	6	7	8	5	8
All students	7.6	9.9	5.2	17.9	25.4	8.2	2.2	-0.1	3.2	5.4	4.9	8.4	3.5	-0.2
Black	15.6	20.4	12.8	29.7	38.6	12.2	4.3	-2.3	4.0	10.0	6.9	14.6	8.6	1.0
Economically Disadvantaged	13.0	16.4	9.8	26.7	36.0	13.1	4.7	1.3	5.6	9.6	9.0	13.6	7.3	2.5
Hispanic	13.2	16.5	8.6	25.4	36.7	14.2	6.6	-0.2	3.5	9.8	7.0	15.5	5.9	5.7
Limited English Proficient	14.2	17.9	8.0	21.2	31.6	12.1	9.1	-4.1	-2.2	4.3	-0.6	10.3	2.0	2.3
Students with Disabilities	15.4	18.0	5.4	23.6	32.0	9.8	4.6	1.3	4.8	10.8	9.1	12.2	-0.3	-2.1

This table shows for mathematics that (1) proficiency rates are improving statewide for all grades; (2) proficiency rates are improving for the five subgroups for all grades; and (3) gaps in achievement are narrowing for all subgroups in all grades.

This table also shows for reading that (1) proficiency rates are improving statewide for all grades except grade 4 which is relatively steady, (2) proficiency rates are generally improving across grades for subgroups, with some exceptions in grade four and for limited English proficient students, and (3) achievement gaps are narrowing across grades and subgroups with some exceptions in grade four and for limited English proficient students.

Finally, this table shows for science that (1) proficiency rates are improving statewide in grade five but are steady in grade eight, (2) proficiency rates are generally improving for all student groups except students with disabilities which are either steady or slightly declining, and (3) achievement gaps are closing for all student groups and grades with the exception of limited English proficient students and students with disabilities in grade five, and students with disabilities in grade eight.

The next table shows the gains in percent proficient across the state (the top row of data) and for specific groups of interest (the remaining rows of data) from 2007-2009 on the high school Michigan Merit Examination.

Again, in this table the gains are not calculated simply by subtracting the 2007 percents from the 2009 percents, as such simple difference measures are highly sensitive to yearly differences in cohorts rather than to real trends. The trends are instead based on the slope of a

linear regression of percent proficient on the year of the test. Positive numbers indicate upward trends in percent proficient and are presented in normal font. Negative numbers (presented in **boldface**) indicate downward trends in proficiency rates, and numbers presented in *italics* indicate places where subgroup gains are smaller than statewide gains (all students)—meaning that the achievement gaps are increasing. Where subgroup gains are not italicized, it indicates that achievement gaps are closing.

Student Group	Gains in High School Percent Proficient from 2007-2009 by Subject		
	Mathematics	Reading	Science
All students	2.3	2.6	0.9
Black	<i>1.7</i>	<i>1.8</i>	<i>0.2</i>
Economically Disadvantaged	3.0	2.8	<i>0.4</i>
Hispanic	9.4	10.7	11.4
Limited English Proficient	10.0	11.7	11.4
Students with Disabilities	-0.6	4.2	-0.4

This table shows for mathematics that (1) rates of proficiency are improving statewide; (2) proficiency rates are improving for all subgroups except students with disabilities; and (3) for all subgroups, except for black students and students with disabilities, achievement gaps are narrowing.

This table also shows for reading that (1) rates of proficiency are improving statewide, (2) proficiency rates are improving for all subgroups, and (3) achievement gaps are narrowing for all subgroups except black students.

Finally, this table shows for science that (1) proficiency rates are improving slightly statewide, (2) proficiency rates are improving for all student groups except students with disabilities (for whom the rates are declining slightly), and (3) achievement gaps are narrowing for Hispanic and limited English proficient students.

To provide interpretive context for this information, the most recent percents proficient in each subject and grade level area also provided in the table on the next page.

Percent Proficient by Subject			
Grade	Mathematics	Reading	Science
3	94.8	89.8	
4	92.3	84.1	
5	79.5	85.2	81.0
6	82.0	87.7	
7	82.2	82.0	
8	70.3	83.4	75.9
11	49.3	59.9	55.6

Sample reports for all students and all student subgroups are available in Appendix A.8 for Michigan's general assessment, alternate assessment, and limited English proficient assessments, as well as for NAEP. These summary tables were built upon the same data, but presented here in summary format to tell the Michigan story.

Finally, the following table shows statewide measures of college readiness based on ACT's college readiness benchmarks. This table is based on the statewide administration of the ACT from spring 2009. From this table, it can be seen that (according to the ACT definition), approximately half of Michigan 11th graders are college ready in English, with approximately a third in reading, a quarter in mathematics, a fifth in science, and a sixth in all four subjects.

Statewide Percent* College Ready in...				
English	Reading	Mathematics	Science	All Subjects
50.3	34.5	28.8	21.6	14.9

* Based on ACT benchmarks (18 in English, 21 in Reading, 22 in Mathematics, and 24 in Science)

All of these data together tell the story that in Michigan, achievement is generally improving over time (with particularly strong gains in mathematics and in lower grades), and that achievement gaps are generally narrowing over time (with particularly strong closures in mathematics and in lower grades). It also tells the story that there are some important exceptions (particularly in reading and science). Those exceptions to the trends of increasing achievement and narrowing achievement gaps need to be reversed. In addition, where gains are being made and gaps are narrowing, those trends need to be accelerated. Finally, while achievement is indeed trending upward and gaps are generally narrowing, there remains an urgent need to improve Michigan's public education system to improve outcomes for students. It is imperative

to improve the rate at which students achieve college and career readiness to afford Michigan students the promise of success in college education or career preparation.

These results do show some contrasts between NAEP trends and state testing trends, with Michigan achievement on NAEP not increasing as rapidly as on state tests, and gaps not closing as rapidly as on state tests. Michigan believes that the reforms described in this application will result in greater gains on NAEP and closure of achievement gaps on NAEP in the future. However, Michigan expects both higher rates of achievement and gap closures on official state tests for several reasons. Although there is overlap between the purposes of NAEP and Michigan assessments, there are real and significant differences between them. Those important differences are (1) NAEP is only partially aligned to Michigan's content standards; (2) NAEP is only partially aligned to the common core standards which Michigan will adopt; (3) there is a lack of stakes and therefore motivation for schools in taking NAEP; and (4) individual student scores and school level reports are not provided on NAEP. It is expected that the scale of and revolutionary nature of the reforms described in this application will have a strong impact on NAEP achievement and achievement gap closure, but (realistically) to a lesser degree than official state tests, since the focus of instruction in Michigan is specifically on Michigan's officially adopted content standards.

In addition, the Michigan Department of Education can now fully document achievement of students with disabilities and English language learners for the purposes of targeting instruction, by ensuring that all students have access to high-quality alternate and English language proficiency assessments. Michigan has developed a unique system of alternate assessments that provide all students with disabilities an opportunity to demonstrate proficiency on state standards. Since implementing these assessments, Michigan has seen a significant rise in the number of students with disabilities assessed on state content standards due to the availability of more accessible, universally designed tests. The state also has a custom assessment of English proficiency administered in Grades K–12. These efforts have led to significant increases in the number of students with disabilities and English language learners assessed each year by the Michigan Educational Assessment System.

In a time of fiscal crisis, the Michigan Department of Education mitigated future cost increases (potentially in the millions of dollars) by bringing several state assessment functions in house. At the same time, the Michigan Department of Education increased its capacity to

conduct research on student achievement trends by adding a Psychometrics and Research Unit to the Office of Educational Assessment and Accountability. This unit will be critical in developing the comprehensive PK–20 data system, continuing to monitor achievement trends and closure of achievement gaps, and informing enhancements to educational reform efforts as they relate to student achievement.

(c) Increasing high school graduation rates

Prior to 2007, graduation rates in Michigan were determined by using an “estimated” rate. Beginning in 2007, Michigan began calculating graduation rates using a cohort methodology, which provides more accurate results. In addition, this method aligns with the guidelines provided by the National Governors Association Graduation Counts Compact, U.S. Department of Education regulations, and complies with the requirements of the No Child Left Behind Act. The use of the cohort methodology has resulted in some Michigan schools seeing a change in their graduation rates. This does not necessarily mean that more or fewer students are graduating from high school, only that the rates depict a more accurate picture than what was previously reported using the estimated rate (see Appendix A.9 for additional cohort information).

Cohort Graduation Rates										
2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
75.2	75.5	75.5	87.7	88.7	84.8	86.3	86.2	80.9	79.6	81.4

In June 2009, Superintendent of Public Instruction Mike Flanagan issued the Superintendent’s Dropout Challenge. The goal of this initiative is to positively impact 40,000 to 60,000 students deemed to be at risk of dropping out of school. Buildings utilize early warning signs to identify 10–15 students from all levels (elementary through high school) and then develop and implement universal, targeted, and intensive interventions in order to promote student achievement, reduce the dropout rate, and increase graduation and college-going rates (See Appendix A.10). In response to the challenge, more than 1,100 schools are implementing intervention strategies.

This initiative is an outcome of a collaborative pilot initiated through an IDEA Partnership grant awarded to the Michigan Department of Education through the National

Association of State Directors of Special Education (funded by the U.S. Department of Education, Office of Special Education Programs). Partners include various offices of the Michigan Department of Education, teacher unions, superintendent and principal professional organizations, and parent and advocacy organizations in Michigan.

The pilot demonstrated that effective implementation of research-based practices had a positive impact on course completion and school attendance. Further, the pilot demonstrated a positive impact on faculty attitude toward students at risk of dropping out; student engagement improved and faculty belief in student potential changed. The Michigan Department of Education has secured the support of America's Promise; established a Dropout Challenge website; and secured partnership commitments with Learning Point Associates, Great Lakes East Comprehensive Center, REL Midwest, the National High School Center, Michigan Association of Secondary School Principals, and other education organizations and foundations to provide a comprehensive series of professional development opportunities, information, and resources. Early warning sign data collection tools have been incorporated within the state's regional data warehouse system, funded through Title II, Part D of an Enhancing Education through Technology grant. Graduation Town, an online learning community and communication network, is also under development.

Section B: Standards and Assessments

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.¹

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.

¹ Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

(B)(1) Developing and adopting common standards

(B)(1)(i) Participation in a consortium of states

Home of the first United States statewide achievement test, Michigan has a rich history of developing high-quality standards and assessments to evaluate student learning. Michigan has developed clear and rigorous content standards, including Grade Level Content Expectations for grades K-8 and High School Content Expectations for grades 9-12. The High School Content Expectations define the credit requirements of the Michigan Merit Curriculum, Michigan's high school graduation requirements, which are among the strongest in the nation, and represent Michigan's commitment to ensure that high school graduates are prepared for the challenges and opportunities of the 21st Century.

As the United States reexamines the skills and knowledge that we value as a nation and develops common standards and assessments, Michigan is prepared and eager to collaborate, bringing its experience and expertise to bear on a larger effort, while at the same time strengthening and developing our ability to improve student achievement. To this end, Michigan has joined three consortia: (1) the American Diploma Project Network, (2) the Common Core State Standards Initiative Consortium, and (3) the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Balanced Assessment Consortium.

The American Diploma Project

Today, more than ever, Michigan appreciates the powerful role education at all levels plays in the success of its citizens and its economy. In 2005, under the direction of Governor Jennifer Granholm and the newly created Lt. Governor's Commission on Higher Education and

Economic Growth, a goal was set to double the number of people in Michigan who receive postsecondary degrees over the next ten years. As one of the 35 states that have signed on to the American Diploma Project, we acknowledge that today's youth must receive the education and skills necessary to enter a postsecondary institution with the ability to learn and to later enter the workforce with the skills necessary to excel. Along with the National Governors Association and Achieve's American Diploma Project, Michigan is committed to strengthening and improving its high schools to this end, and has developed a plan to meet American Diploma Project's four objectives (see Appendix B.1).

Common Core State Standards Consortium

Governor Granholm, the State Board of Education, the Michigan Department of Education, and the Legislature, in coordination with education partners, are fully committed to the adoption of the Common Core State Standards, including the College and Career Readiness Standards and the Common Core K-12 Standards, which will be internationally benchmarked and research-based standards (see Appendices B.2, B.3, B.4, B.5 for supporting documentation of the consortium, international benchmarking, and participating states).

The Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Balanced Assessment Consortium

Michigan is committed to serving the SMARTER Balanced Assessment Consortium as a governing state and to implementing the assessments in both English language arts and mathematics. Appendix B.6 displays the 32 states committed to the SMARTER Balanced Consortium and their anticipated roles through the process of responding to the United States Department of Education Race to the Top Assessment Competition.

(B)(1)(ii) Adopting a common set of K-12 Standards

Current Standards

Michigan is experienced in the process of adopting standards, and thus well positioned to mobilize the collective capacity of the entire education system when adopting the Common Core State Standards. Indeed, we have a historic commitment to standards-based education.

Beginning in 1976, the Michigan Core Academic Standards were legislated and included the

standards, benchmarks, and content expectations that students should know and be able to do in core subjects by the end of each grade and at the end of high school. These were supplemented by the Michigan Curriculum Framework in 1995, and later the new grade level standards and content expectations were completed in 2007. (Note: the faculty in our leading research universities participated in both the development of state and then national standards, another indicator of Michigan's capacity to lead, implement, and revise educational reform.)

The adoption of the Common Core State Standards provides an opportunity for Michigan to build upon its momentum in implementing increasingly rigorous, internationally benchmarked, and evidence-based standards. In 2006, Michigan implemented the Michigan Merit Curriculum, which increased the number and rigor of credits needed to earn a high-school diploma and ensured that a diploma earned in Michigan guarantees that the student is well-prepared for postsecondary education and the workforce. In 2007, the Michigan Department of Education completed revisions to content standards and content expectations in four content areas and developed course credit guidelines for all Michigan Merit Curriculum components (See Appendices B.7 and B.8 for Michigan Merit Curriculum requirements and completion chart). Additional standards approved by the State Board of Education include the Michigan Educational Technology Standards and Expectations, Career Cluster Standards for Career and Technical Education Programs, and the Career and Employability Skills Content Standards and Benchmarks. Michigan is also a pioneer in early childhood standards, adopting the Early Childhood Standards of Quality. Michigan is currently in the process of updating standards and content expectations for visual, performing and applied arts (e.g., music, theater, visual arts, etc.), in collaboration with institutions of higher education and national content organizations, and has already developed, as part of the college and career readiness agenda, guidance for standards and content in these areas. Other non-Common Core content areas such as health, physical education, and online learning experiences have recently been updated or developed.

In sum, not only does our past history demonstrate an appetite for the development and use of standards, but it also suggests our capacity to implement such standards in timely ways.

State plan to support adoption of Common Core State Standards

To accelerate the adoption of the Common Core Standards, Michigan has reviewed the Common Core Standards for consistency with Michigan's standards and content expectations in mathematics and English language arts (see Appendices B.9 and B.10 for standards and alignment). In addition, to develop a statewide understanding and readiness for the Common Core Standards, we have also:

- Invited comment on the draft Common Core Standards from statewide stakeholders, including LEAs, public school academies (charter schools), Intermediate School Districts, and professional organizations through a web-based survey;
- Presented draft Common Core Standards and analysis of their consistency with Michigan's standards and content expectations to the State Board of Education (see Appendix B.11 for State Board of Education agendas);
- Provided a written overview of the Common Core State Standards Initiative to the Michigan House and Senate Education Committee Chairpersons and invited feedback through the web-based survey;
- Analyzed survey feedback; and
- Developed plans to create a common set of state-level indicators captured in the Statewide Longitudinal Data System in Section C by which policymakers and education leaders can gauge the successful implementation of these standards, such as increases in student proficiency, increased graduation rates, decreased dropout rates, increasingly rigorous course-taking, and increased postsecondary education attendance and persistence.

Michigan has also developed a process and timeline for the adoption of the Common Core Standards (see Appendices B.12 and B.13 for timeline and adoption protocol). The legal process for adopting standards in Michigan requires approval by the State Board of Education (MCL 380.1278; see Appendix B.14). The Common Core Standards will be presented to the State Board of Education for consideration at its June 15, 2010 meeting. The Michigan Department of Education will submit an amendment to this application to the United States Department of Education no later than June 30, 2010, providing evidence of the State Board of Education's adoption of the Common Core Standards.

While Michigan has made significant progress toward the adoption of the Common Core Standards, this application is critical in that it will help Michigan accelerate toward full adoption and most importantly, toward increased student achievement through implementation of these rigorous common standards throughout Michigan's education system. To fully implement common standards, the state must:

- Align the Common Core Standards to state and local assessments;
- Align the Common Core Standards to career and technical education programs, teacher competency tests and teacher preparation programs, and programs administered by the Michigan Department of Education, including early childhood education programs, special education programs, English language learner programs, bilingual and migrant education programs, and Title I programs;
- Develop and disseminate instructional support materials, as described in (B)(3) and (D)(5); and
- Develop and deliver professional development programs.

These activities require that all aspects of this proposal (standards, assessments, teacher and administrator preparation and professional development, school improvement, and school and teacher/administrator evaluation) be aligned with and focused on these standards. The interconnections between these aspects of our reform are highlighted in each of the following sections.

A key purpose of the above activities is to provide assistance to LEAs in the incorporation of the Common Core Standards into instruction, professional development, and school and personnel evaluation. Race to the Top funds will help Michigan continue its momentum by supporting these efforts to focus the collective capacity of the entire system on the same goal: increasing student achievement while closing all achievement gaps.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments

(as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

(B)(2) Developing and implementing common, high-quality assessments

Michigan has been a leader in large-scale assessment practices for decades, implementing the country’s first statewide achievement test in 1969 (the Michigan Educational Assessment Program) and designing the first alternate assessment program for students with significant cognitive difficulties that includes the ability to measure student growth in the same manner as its general assessments. As Michigan adopts the Common Core Standards, and continues to refine content expectations, Race to the Top offers an important opportunity for us to harness the momentum in the assessment system to provide increasingly high-quality student achievement data, and to assess our children and to inform the improvement of our system. The development and implementation of common, high-quality assessments to support Michigan’s new legislation, which will also support annual educator evaluations – see (D)(2) – includes:

(1) Common Core Standards-related assessments, and (2) non-Common Core area assessments.

Assessments alone will not help improve teaching and learning. It is imperative that any assessment system be accompanied with high quality training in the selection, use, and analysis of data for parents, teachers, and administrators. Michigan’s plan to provide support around the use of assessments and assessment data is provided in (D)(5), as we believe these activities occur

in support of Great Teachers and Leaders, and not in support of assessments. Information is also provided in (B)(3) regarding how the state will support the fair and effective use of these instruments by local educators.

Developing and implementing common, high quality assessments for the Common Core

As a governing state, Michigan will lead the development and implementation of the next generation of large-scale assessments through participation in the SMARTER Balanced Assessment Consortium. SMARTER prioritizes assessments that are grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development; and that

- Include evidence of actual student performance on challenging tasks tied to standards;
- Involve teachers integrally in the design, development and scoring of assessments;
and
- Are structured to continuously improve teaching and learning.

In addition, the Consortium plans to build a system of assessments that includes (1) common summative and interim benchmark tests in English language arts and mathematics; (2) formative assessment processes, tools, and supports; (3) focused professional development; (4) reporting systems that provide first-hand evidence of student performance; and (5) using technology to deliver the assessments and provide results as quickly as possible to teachers and parents. As outlined in (D)(2), this type of assessment system is critical to support the successful implementation of Michigan's collaboratively developed Framework for Educator Evaluations.

Michigan will fully collaborate with the SMARTER Balanced Consortium states to classify the Common Core Standards according to depth-of-knowledge rankings to guarantee that corresponding assessments contain comparable proportions of items. The consortium work also entails ensuring that each assessment is fully aligned to college and career readiness standards and benchmarks, is vertically articulated in a manner that validity permits reliable indicators of student growth to be calculated, and that the content and scaling of assessment in adjacent grades are aligned in order to provide cogent information that informs instruction. The assessments will be internationally benchmarked in ways that are coherent and transparent, and will draw, in part, on the capacity of faculty at our Research I institutions. Because these

scholars are nationally and internationally recognized, this means that the work will involve collaborations with experts at other institutions around the world. The development of the Michigan K-8 mathematics standards is an example: mathematicians deeply invested in mathematics education reform helped develop and critically review the emergent standards. The infrastructure is in place for continuing such work.

Michigan believes that focusing its resources on one coherent consortium-based effort will result in the highest quality assessments for students, as well as the greatest opportunity for stakeholder involvement, investment, and eventual adoption. Michigan is dedicated to leading this consortium by repurposing the time and energy of staff in the Office of Educational Assessment and Accountability so they may actively participate on the Consortium's steering committee, proposal design team, and working groups. Michigan is positioned to take the lead in composing all ancillary materials and documenting the technical components of all Consortium assessments. The Office Educational Assessment and Accountability has developed a powerful new item development and banking system and has fully staffed Composition and Psychometric Units. Michigan has offered these attributes to the SMARTER Balanced Assessment Consortium to utilize existing resources efficiently and will ensure that these assets are included in the response to the Race to the Top Assessment Competition. In this way, Michigan utilizes its existing collective capacity to support multi-state efforts while developing the foundation for the sustainability of the reforms laid out here.

Michigan is eagerly anticipating the announcement of competitive grants for alternate assessments and English language proficiency assessments based on the Common Core Standards. Such assessments are crucial to our state and to national efforts to meet the educational needs of students with disabilities and English language learners.

Developing and implementing common, high-quality assessments in non-Common Core areas.

For those content areas, grades, and/or specialty areas not addressed by the Common Core Standards, Michigan will undertake a three-pronged approach to the development of summative, formative, and interim benchmark assessments:

- Michigan, along with education associations and organizations, will convene content referent groups to assist in the identification of appropriate evidence that can be used in the Framework for Educator Evaluations, in addition to the balanced assessments;

- Michigan, in collaboration with the education associations and organizations, will use Race to the Top funds to provide seed money to consortia of local and Intermediate School Districts and institutions of higher education to convene content-based teams in order to develop summative, benchmark, and formative measures for local, statewide, and national use; and
- Michigan will expand its current efforts to include all teachers in the professional development training in formative assessment and balanced assessment, as outlined in greater detail in (D)(5).

Race to the Top is an exciting opportunity to provide seed money to consortia of Intermediate School Districts, LEAs, and institutions of higher education to develop standards and assessments in areas traditionally not assessed by statewide assessment; to more intensely focus the development, administration, and utilization of assessments at the local level rather than solely at the state level; and to develop a much wider variety of assessment data that provides critical information on the performance and growth of students. Local ownership of assessments will increase both “buy in” and understanding. Finally, expanding assessments to other domains of content and other forms of evidence is essential: otherwise, educational opportunities for our children will be narrowed instead of expanded.

High-quality assessment data will be fed into the Statewide Longitudinal Data System and the Regional Data Initiatives in order to provide information regarding student growth, as well as important data for the annual educator evaluations described in (D)(2). Our goal is to create a statewide culture of data use. This is a natural next step in Michigan, since we already have built statewide collective capacity to develop and use standards and assessments. Still, a culture of data use requires robust instruments and a robust system of varied data.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the

State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments.

Gaining momentum on improving student achievement will also require targeted professional development, which will be provided via Michigan's Responsive Educational Support System (RESPONSE). The key to RESPONSE is that it is a *mechanism* to continuously improve instructional practice through an iterative system of instruction based on standards, high-quality assessments, research and analysis, and targeted professional development. To support the standards and assessment components of RESPONSE, there are four key activities: (1) rolling out standards; (2) aligning standards with postsecondary expectations; (3) providing instructional practices, tools, and assessments; and (4) providing targeted resources and professional development to improve all teachers' capacity to teach the standards which form the backbone of state assessments (see Appendix B.15 for Implementation Timeline).

1. Rolling out Enhanced Standards, Assessments, and Supporting Elements.

Roll-out of Common Core Standards and Assessments

Michigan's current capacity includes extensive experience with the adoption, implementation, and roll-out of standards and assessments, in the form of both knowledge of how to do these things and the infrastructures to support these activities. We will tap into these resources to facilitate the roll-out of the Common Core Standards. Michigan will announce the adoption of the Common Core Standards and dates and locations of roll-out sessions in June

2010. These sessions, to be held in October 2010, will provide an overview of the Common Core Standards and plans for assessment, highlight the importance of building collaborative networks, and focus primarily on the implementation support provided through RESPONSE. The roll-outs and other appropriate professional development will be repeated yearly, highlighting new assessments and instructional materials, and inviting on-going feedback to improve the tools and the system.

Roll-out of enhanced standards and assessments in non-Common Core areas and specialty areas

Building on our extensive experience in developing standards and assessments in traditionally difficult to assess areas, the state will support the development of standards and assessments described in (B)(2) in non-Common Core areas and will include all teachers in the formative assessment and balanced assessment training.

2. Alignment of the Enhanced Standards with Postsecondary Transition.

Alignment of Common Core Standards with postsecondary transition

The Michigan Merit Curriculum outlines the credit requirements for Michigan high school graduation and is recognized as among the most rigorous requirements in the nation. An initial evaluation by Michigan Department of Education content specialists has determined that the draft Common Core Standards for English Language Arts and Literacy in History/Social Studies and Science and the draft Common Core Standards for Mathematics are consistent with the Michigan Merit Curriculum requirements. The P-20 Council, whose membership includes faculty, deans, and administrators from various state institutions of higher learning, will examine the consistency of the Michigan Merit Curriculum credits as defined by the High School Content Expectations and the Common Core Standards, with college entrance and placement requirements and will make recommendations for continued implementation support.

Alignment of non-Common Core Standards to support postsecondary transition

The activities of the P-20 Council will be expanded to investigate the content standards and assessments in non-common core areas and to make recommendations regarding the extent to which those standards prepare students for college entrance and placement requirements. Representatives from the state's institutions of higher education will play a key role in the

development of standards and assessments in non-Common Core areas, and especially in those that have not been traditionally assessed by the state (i.e., the arts, music, etc.).

3. Development and Dissemination of Instructional Materials, Practices and Assessments

The materials, practices, and assessments critical to support and inform classroom instruction are provided in four ways (1) the Teaching for Learning website, (2) the use of instructional surveys, (3) the provision of model instructional units, and (4) the implementation of balanced assessment. As we have noted, all instructional and assessment materials require related professional development to support their successful use, a point we return to in (D)(5).

Teaching for Learning website

The Michigan Department of Education has developed the Teaching for Learning Framework to assist educators in understanding rigorous standards and in developing the ability to teach those standards so that all students learn and demonstrate proficiency (see Appendix B.16 for framework description). The Teaching for Learning website will be used to deliver content such as instructional materials, classroom strategies, and examples of formative assessments produced by statewide consortia – see (B)(2) and (D)(5). The content of the Teaching for Learning website will be collected, designed, and created by workgroups convened by the Michigan Department of Education, which will include expert teachers from all content areas and grade levels, Intermediate School District curriculum specialists and consultants, and content area specialists from partner organizations (e.g., Math and Science Centers Network, Regional Literacy Training Centers, Michigan Reading Association). The website will be launched in summer 2010. Finally, while the website will be an important tool for the provision of resources, the *implementation* of these resources must be supported by job-embedded professional development such as instructional coaching. These supports are detailed in (D)(5). However, as teachers learn in many different ways, the ability of the Teaching for Learning website to offer “just in time” support is a crucial piece of our ability to develop statewide instructional capacity.

As such, the website will serve as a clearinghouse for national, state, and locally generated support materials and will integrate with educator Individualized Professional Development Plans – see (C)(3) and (D)(5) – critical to the implementation of the Framework for Educator

Evaluations. It will include teacher collaboration through Web 2.0/social networking functionality, and will provide opportunities for guest educators to contribute content and interact with users. The Teaching for Learning Framework will also be a tool for informing and shaping teacher and leader preparation, certification, and evaluation programs, as the Teaching for Learning website content will be aligned with the Professional Standards for Michigan Teachers and with the Interstate School Leaders Licensure Consortium Standards for administrator certification – see (D)(1) for more detail.

Instructional surveys will be designed to help educators evaluate their own levels of proficiency in each Teaching for Learning domain, and identify and select individualized professional development. The surveys will be designed for formative development of, and reflection on, effective use of instructional skills, either individually or in teams, and will serve as one piece of evidence to be used to self-assess instructional skills. These surveys are instructional tools that help to determine how well any instructional practice is implemented in the classroom and to assist in the setting of personal goals for improving practice. While the state will not mandate these for use by districts and schools, and will, in fact make them publicly available on the Teaching for Learning website, these surveys can be one of the measures utilized to measure individualized goals under the Framework for Educator Evaluation. The surveys will be available online as part of the Teaching for Learning website beginning in December 2010.

Model instructional units will also be developed and made available on the Teaching for Learning website to provide ready-to-use classroom lessons that demonstrate implementation of rigorous, internationally benchmarked standards and assessments. Using data from state and national assessments, as well as local assessments and educator feedback, model instructional units will be developed under the leadership of the Michigan Department of Education Office of Education Improvement and Innovation to help teachers deliver instruction for particularly difficult content standards. The model instructional units will include long-term plans and daily lesson plans to assist teachers in planning and delivering instruction; and the units will be drawn from the most current research on effective instructional practices in content areas. All schools will have access to these units; however, the lowest five percent of schools identified for restructuring will be offered additional support in their implementation including professional development and instructional coaching.

Development and Dissemination of Balanced Assessments

A balanced assessment system must include three components: (1) formative assessments, a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust ongoing instruction or by students to adjust their learning; (2) interim benchmark assessments, periodic summative assessments that occur at regular intervals for the purpose of tracking student progress; and (3) summative assessments, final measures of student achievement (see Appendices B.17 and B.18 for assessment description and figure). Like all other aspects of this proposal, the successful implementation of any system of balanced assessment must be supported with extensive professional development, both in terms of how to design assessments, as well as how to effectively use the assessment data in conjunction with other data to make informed decisions regarding instruction and professional development – see (D)(5).

An unintended and unfortunate consequence of the present focus on sanctions-based accountability informed by summative assessment results is that current assessment and accountability systems are not balanced. The summative assessments, for the most part, do not integrate supports for improving instruction, which is a critical component of Accelerating Michigan. It is crucial that we create a system with greater balance if we are to improve student achievement. Thus, in the RESPONSE system, assessments work as *one* component of improving instruction and targeting professional development, and the work related to assessments is supported at all levels of the system with structural supports and appropriate professional development.

In January 2010, Michigan signed into law the requirement that evaluations of all teachers and school administrators include student growth as a factor. To implement fair and valid educator evaluations, a Framework for Educator Evaluations has been developed 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, revised collaboratively with a group of stakeholders, and endorsed by the Michigan Department of Education. The collaborative process involved in the development of this Framework is detailed in (D)(2), along with specific details regarding the structure and key components.

The Framework for Educator Evaluations outlines a process by which educators identify goals and then identify appropriate measures of obtaining those goals. The Framework specifies that state assessment data and/or measures of student growth should be utilized *whenever appropriate and available*. To this end, it is vitally important that Michigan continue efforts to develop a balanced assessment system that includes high-quality assessments in as many content areas as possible, in order to provide these data to the field to help inform instruction and support teachers in identifying areas of student need in terms of achievement.

Through its collaboration in the SMARTER Balanced Assessment Consortium, Michigan will leverage the human and material capital necessary to develop this extensive system of summative, interim benchmark, and formative instruments in Common Core Standards areas. However, given our commitment to develop assessments in these areas, we will also do statewide work to develop assessments appropriate for students, teachers, and leaders in the non-Common Core areas as well.

Michigan's current assessment system does not provide a measure of student growth in high school as only grade 11 is tested. It is anticipated that the SMARTER Balanced Assessment Consortium, or another consortium responding to Category B of the Race to the Top Assessment Competition, will develop high school assessments based on the Common Core Standards. However, as these assessments will not be available until 2014-15, Michigan will use Race to the Top funds to purchase commercially available measures of aligned, college-ready assessments for four years. The state will work with the assessment vendor to ensure that the tests are appropriate for use as part of teacher and leader evaluations, conduct research on instrument validity, and align the tests to Michigan's assessments in grades 3-8 in reading and mathematics. This will allow LEAs and the Michigan Department of Education to generate growth data in all Michigan high schools that is aligned to college and career readiness benchmarks in order to meet the evaluation requirements found in the new state legislation. Data from these instruments will be included in teacher and leader evaluations as locally bargained.

To ensure that the state-administered assessments are fair and provide accurate measurement and comparison when used in educator evaluation, the Michigan Department of Education will: (1) use the existing assessment system that has been approved by the United States Department of Education and implemented by Office of Educational Assessment and Accountability to provide annual summative measures of student achievement in reading and in

mathematics in grades 3-8 and 11 from spring 2010 to the 2014-2015 school year; (2) transition to annual summative assessments in the Common Core Standards content areas provided by the SMARTER Balanced Assessment Consortium as those assessments are developed and validated for use, beginning in 2014-2015; (3) adopt interim benchmark assessments developed by the SMARTER Balanced Consortium in English language arts and mathematics in 2014-2015; and (4) use a phased approach to develop annual summative and interim benchmark assessments in subject grades, subject/grade combinations, and/or educator roles not addressed in the current assessment system. At the same time, we will collaborate in developing high-quality assessments through consortiums of Intermediate School Districts and institutions of higher education in non-Common Core areas described in (B)(2) and also will support the efforts undertaken in support of the Framework for Educator Evaluation described in (D)(2). Once consortia have developed assessments in non-Common Core areas, the Michigan Department of Education will validate them in collaboration with LEAs, Intermediate School Districts, and institutions of higher education, making them available to other schools and districts for use in measuring student achievement and growth in all subjects.

In sum, our goal is to create a balanced system of assessments that includes national, state and locally developed assessments, and to create a process by which those assessments are regularly validated and improved, in order to enact a model systemic data system that uses multiple assessments. All data will be entered in the Statewide Longitudinal Data System, through the Regional Data Warehouses – see (C)(3) – and this system will be used by RESPONSE, teacher preparation institutions, evaluators and researchers measuring program effectiveness, and schools. As already noted, a culture of data use requires good data, and access to this data by multiple stakeholders so that they might use analysis of data to quickly improve their part of the educational system.

The hybrid approach described above builds on Michigan's strengths, including extensive prior experience in assessments, the power of locally determined teams and goals, strong involvement from institutions of higher education, and a robust Statewide Longitudinal Data System and Regional Data Warehouse Initiative. Race to the Top provides an important opportunity for Michigan to combine and accelerate all of these initiatives in support of improved student achievement through an increased focus on instructional practice, and to

develop a strong culture of data around informing instruction, evaluation, and professional development.

4. Development and Implementation of High-Quality Professional Development.

Michigan's coherent plan for professional development described in (D)(5) outlines Michigan's four priorities for professional development: (1) improving instructional practice, (2) using data to drive decision making and improve instruction, (3) increasing assessment literacy and (4) collaboration with the state education associations and organizations in the training of all educators on the Framework for Educator Evaluations. The professional development most relevant to the work of standards and assessments is (1) professional development to improve instructional practice, and (2) increase assessment literacy. Again, the state is shifting from focusing on the subject matter *content* to be taught to the *strategies and tools* necessary to most effectively teach that content. The state will identify current high-quality professional development that focuses on improving instruction and will design new programs to fill in "gaps" in the existing services. The state will also provide professional development to train teachers in how to use a system of balanced assessments to measure progress toward the goals outlined by the standards, and how to use the data from those assessments to provide critical information so that teachers can improve their own instructional practice. (See Section (D)(5) for complete description of all professional development activities.)

Most importantly, RESPONSE provides a mechanism by which the state can be responsive, and can target resources and supports to those districts, schools, and teachers who need them most. The professional development activities outlined above will be available and utilized by all educators, but through the continuous use of data to assess areas of need, the resources will be targeted where it appears teachers, schools, districts, or Intermediate School Districts require the strongest levels of support in standards and assessment. This includes instructional support as well as intensive training in the effective use of assessments. The state must be able to respond effectively and support fully the needs of schools, districts, and teachers, and to provide this support at levels most appropriate to the given situation.

Lastly, to continue to facilitate the shift of the state from a compliance role to a supportive role, the state will use this opportunity to train and support Intermediate School Districts, LEAs, and school buildings in developing high-quality professional development that

is most appropriate for their school/district and/or Intermediate School District, and will serve as a resource for these initiatives. The state will not *develop* the professional development for all 57 Intermediate School Districts, but rather will use resources to undertake activities such as convening working groups, providing seed money, and providing technical assistance where appropriate, and in areas of need as identified by RESPONSE. (D)(5) provides greater detail regarding Michigan's coherent plan for professional development.

Key Partnerships for Standards and Assessments in Support of RESPONSE

Michigan recognizes the importance of developing valid and reliable state assessment tools essential to informing schools on the status of student achievement and growth, but not at the expense of assisting teachers in improving their knowledge, skills, and dispositions. Recognizing that it is teachers who teach students, every opportunity will be given to assist teachers in the improvement of their professional practice. This Michigan effort is devoted as equally to accurate assessment of student knowledge as it is to improving daily classroom instruction.

A P–20 Council will be comprised of leaders from various Michigan Department of Education offices (including the Office of Education Improvement and Innovation, the Office of Early Childhood Education and Family Services, the Office of Educational Assessment and Accountability, the Office of Special Education and Early Intervention Services, and the Office of Career and Technical Education), state institutions of higher learning (including four-year colleges and universities and community colleges), Intermediate School Districts, LEAs, and various other stakeholders to represent the spectrum of needs and experiences of students on the pathway from K–12 to college and beyond. To facilitate improvement in the four assurance areas, the P–20 Council will recommend policy specific to curriculum, instruction, and school improvement initiatives to promote the closing of achievement gaps and attainment of postsecondary success. The P–20 Council also will be active in the development and application of the Statewide Longitudinal Data System to promote the public reporting of effectiveness data on all institutions responsible for the public education of students from pre-kindergarten through college. This reporting will ensure that all institutions continuously improve their effectiveness in preparing students for success at the next level, as well as provide parents and students with the information to make informed decisions about where and how students receive instruction.

This data has the potential to sustain effective institutions and to force ineffective institutions into restructuring or the cessation of operation.

Intermediate School Districts and regional networks or consortia of Intermediate School Districts will develop, disseminate, and implement high-quality instructional materials, assessments, and high-quality professional development. All Intermediate School Districts, through existing regional data systems, will provide, at least annually, data regarding their implementation of the RESPONSE to stakeholders, including the Michigan Department of Education. Intermediate School Districts will formally join the process of adoption and transition to the Common Core State Standards through a signed Memorandum of Understanding. The Memorandum of Understanding engages the Intermediate School Districts through a grant process for the development of RESPONSE resources.

The Math and Science Centers Network and Michigan Virtual University will assist teachers in targeted high-need LEAs and struggling schools in integrating Science, Technology, Engineering and Mathematics (STEM) content across disciplines to prepare students to be globally competitive in Science Technology Engineering Math fields of study – see (B)(3). Michigan’s Regional Literacy Training Centers will help develop, disseminate, and implement English language arts instructional materials, assessments, and professional development targeted at high-need students and struggling schools. Career and Technical Education will also assist in developing instructional programs in STEM areas in collaboration with math/science teachers. This adds relevance and context to the curriculum. Rigorous math and science content will be embedded into the STEM instructional programs, such as pre-engineering, mechatronics, alternative fuels, and new and emerging STEM areas. The Early Childhood Investment Corporation, Office of Early Childhood Education and Family Services, Office of Special Education and Early Intervention Services, and partnering Intermediate School Districts and organizations will collaborate with the Michigan Department of Education to enrich the quality of resources available to all students from birth to postsecondary education.

Section C: Data Systems to Support Instruction

In 2006, Michigan worked with the Center for Education Leadership and Technology to create a well-defined roadmap for creating a longitudinal data system which we now know also incorporates both the 10 essential elements called for by the Quality Data Campaign and the 12 required elements of the America Competes Act. Building on that work, the State began building a robust system for the ongoing collection of data, and as a result, a rich and deep data archive. Significant resources have been invested in the collection of student, staff, facility, and financial data that accurately describe Michigan's K-12 education system and participants. Michigan was one of the first states to implement a unique student identifier, which enables longitudinal analyses of student and system progress. Michigan has aligned data definitions, implemented student and staff identifiers, pursued linkages among data systems statewide, and invested in processes that ensure the quality, reliability, and integrity of the data it maintains.

Race to the Top provides the opportunity for Michigan to accelerate the use of this system, creating a culture of using data to drive improvements in student achievement and close achievement gaps. The wealth of data collected and maintained will be more fully harnessed and pressed into service to inform instructional practice, identify student achievement and growth, contextualize student and school achievement within the larger educational context, and conduct annual evaluations of educators. With an accelerated focus on improving instruction and student learning, accessible, informative data become the engine necessary to achieve Michigan's goals. This necessitates the targeted extension and utilization of our data systems as well as incorporating the effective use of data into the broader capacity-building campaign detailed in Section D of this application.

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

(C)(1) Fully implementing a statewide longitudinal data system

Michigan's longitudinal data system has incorporated 10 of the 12 essential elements outlined by the America COMPETES Act and is well on the way to completing the other two (see Table C.1 on pp.C-4 to C-5). We have the capacity and system in place to collect, connect, and use data related to these elements for making state education policy decisions and to measure progress toward establishing and sustaining education reform, including linking *all* student level data (including assessment data and data on students not tested) via the unique student identifier. The unique student identifier (Element 1) is the key identifier in PK-12 and higher education that enables communication among all levels of the education pipeline. By virtue of this key connection, Michigan can begin following students into college and gauge the success of Michigan's education system in ensuring strong student learning that allows transition to higher education without the need for academic remediation in order to succeed.

Table C1: Michigan's Status on 12 Elements of the America COMPETES Act

Data Elements	Current Status	Proposed Status With New Race to the Top Funding	Comments and Clarifications
(1) Statewide Student Identifier	In place since 2003 in the Single Record Student Database	Complete for PK-12; underway for postsecondary	e-Transcript contract initiated in Jul. 2009 to capture postsecondary students
(2) Student-level enrollment, demographic, and participation data	In place since 2003 in the Single Record Student Database	Complete for PK-12; underway for postsecondary	e-Transcript contract initiated in Jul. 2009 to capture postsecondary students
(3) Student-level graduation, transfer, and dropout data	In place since 2003 for PK-12 via the Single Record Student Database, and launched in 2009 for postsecondary via the e-Transcript system	Complete for PK-12; underway for postsecondary	e-Transcript contract initiated in Jul. 2009 to capture postsecondary students
(4) Ability of PK-12 and higher education data systems to communicate	In place for PK-12 since 2003 and includes capacity for postsecondary with the e-Transcript	Complete for PK-12; in progress for postsecondary; expand system connections; National	Prototype matching completed Aug. 2009. Full data exchange for state analysis will be available Dec. 2010.

	system launched in 2009	Student Clearinghouse data for out-of-state	National Student Clearinghouse data available fall 2010
(5) Audit systems to address data quality, validity, and reliability	In place since 2003 and continues to expand to ensure data quality	Continuous improvement via data checks and data quality monitoring processes.	Continued practice at Center for Educational Performance and Information. All systems have audit trail and data quality feedback processes
(6) Yearly assessment records of students	In place at the Michigan Department of Education's Office of Education Assessment and Accountability — linked to all student data in Statewide Longitudinal Data System via unique student identifier	Complete	N/A
(7) Information on students not tested	Complete at Office of Education Assessment and Accountability since 2009; linked to all student data in Statewide Longitudinal Data System via unique student identifier	Complete	In place as of Dec. 2009; data available after each test cycle.
(8) Teacher identifier system linked to students	Capacity developed, but not fully implemented in the Michigan Student Data System	Will develop according to timeline in Section B of Race to the Top.	State-issued student and staff IDs are in place. The linking process is being planned for school year 2010–11. Funding through Race to the Top
(9) Student-level transcript data	In place since Dec. 2009 via the launch of the e-Transcript system	System in place for all students in Grades 9-12 and postsecondary; first repository submission in 2010	e-Transcript contract in place; all public colleges and universities registered to exchange with high schools. Data will support status in Dec. 2010

(10) Student-level college readiness scores	Complete via the Michigan Merit Exam for all students; linked to all student data via unique student identifier	Complete; Improve by adding limited populations	Acquire ACT test results for out-of-state students and a limited number of home school and private school students
(11) Successful student transition to higher education with remediation information	In place via the e-transcript system launched in December 2009	Improve measures over time by going beyond transcript data. Acquiring National Student Clearinghouse data	e-Transcript contract is in place; all public colleges and universities are registered. Data can be pulled to support this status in December 2010
(12) Other information necessary for success in higher education	Planned, but not in place	Develop new processes and systems to accomplish this	Intending to fund this through Race to the Top

Of particular note is the recent implementation of the e-Transcript system (Element 9), which provides high school course taking data on all students, and also will facilitate linkages with postsecondary education (Element 4). All Michigan school districts have signed agreements with the Center for Educational Performance and Information, and are in the process of installing the e-Transcript software; many have begun making the e-Transcript service available to students for submitting transcripts to institutions of higher education. All of Michigan's public colleges and universities are now registered to begin exchanging transcripts as well. The first "push" of data to the transcript data repository will occur in early 2011. These data will be analyzed and reported out by September 2011, and will also be used extensively by the Michigan Consortium for Educational Research (described on page C-3), which will provide important validation information and guidelines to the utilization of these data for research purposes.

Michigan has mature systems in place that uniquely identify students, teachers, and courses. The Registry of Educational Personnel collects data about teacher, administrator, and other personnel school assignments and duties, and it assigns a unique identifier to 360,000 staff members (Element 8), which includes 120,000 teachers and administrators working in Michigan's K-12 system. The registry also stores historical data on each staff member, including

links to the credentialing system. The Michigan Student Data System uniquely identifies each of the 1.6 million students enrolled in a Michigan preschool, elementary, or secondary school and collects and stores basic personal and demographic data for the student (Element 2). Therefore, Michigan's lack of a student/teacher link has not related primarily to technical issues, but rather to statewide debate over the importance of implementing this link at the state level. Race to the Top has provided a critical opportunity for Michigan to focus attention on the need for this link. Recent legislation, passed in January 2010, requires annual evaluations of educators based in part on the use of student achievement and growth data; this requirement to link students and teachers provides Michigan with a clear opportunity to make and use these linkages. Unique teacher, student, and course identifiers will become part of the permanent individual-level student performance records maintained in the enhanced state longitudinal data system. Teachers will be linked to courses taught and students served.

Michigan has also made significant strides toward collecting data that provide "other information determined necessary to address alignment and adequate preparation for success in postsecondary education" (Element 12). Recent efforts, for example, have focused on PK-20 linkages, an area of statewide focus. In coordination with the focus brought to bear by Race to the Top, Michigan will leverage the State Longitudinal Data Systems Grant awarded by the Institute for Educational Sciences to accelerate our progress by strengthening the linkages but – more importantly – by focusing on the *information* provided by those linkages, such as information on student entrance, preparation, and persistence in postsecondary education.

One method that Michigan has begun to pursue in order to provide greater information regarding postsecondary outcomes is coordinating the education databases with other state databases. Michigan's Department of Energy, Labor, and Economic Growth has already begun to implement several key strategies aimed at accelerating the transition of thousands of workers into high-paying jobs through relevant postsecondary training or education. Coordinating services among Michigan's adult education, postsecondary education, and workforce development systems is of central importance. In order to achieve this commitment, Michigan is aligning data systems that store and exchange information about the achievement of individual students and their progress through life after school. The incorporation of adult education, training, and workforce data into Michigan's State Longitudinal Data System will better position state and local leaders to meet the needs of our communities and citizens.

One promising initiative is a new state partnership with the education research community, the Michigan Consortium for Educational Research (see Appendix C.1). Funded by the U.S. Department of Education through the Evaluation of State and Local Programs grant program, this consortium is a collaborative research effort between researchers at the University of Michigan, Michigan State University, the Michigan Department of Education and the Center for Educational Performance and Information. The purpose of this consortium is twofold: (1) to study the impacts of the Michigan Merit Curriculum and Michigan Promise Scholarship on student achievement and postsecondary outcomes, and (2) serve as a pilot collaboration between research institutions and the state of Michigan. An important outgrowth of this collaboration is the support it will give to postsecondary data linkages. The consortium's grant allows for the provision of National Student Clearinghouse data to the state, in order to understand and track postsecondary education enrollment for all students in the state over a multi-year time period. This will help Michigan begin the process of tracking students into postsecondary education, and will provide critical information on this process. The consortium will also work to facilitate increased data linkages in order to study the transition into postsecondary education, as an outgrowth of their work but with the added benefit of forming these linkages for permanent state use outside the bounds of the consortium's work.

To accelerate these efforts, Michigan will use grant funding for State Longitudinal Data Systems awarded by the Institute for Educational Sciences to align data and information from multiple units in the state in order to develop a complete and accurate picture of postsecondary outcomes. This work aligns well with the overall Race to the Top strategy for Michigan. The planned linkages include, in addition to those already mentioned, the Michigan Department of Treasury, the One-Stop Michigan Information System (workforce development), Michigan Adult Education Reporting System, Unemployment Insurance Database, Postsecondary Career Tech (Perkins IV), and others. A benefit from this alignment work will be a reduction in (1) duplicative information collection, (2) reliance on obsolete systems, (3) problems caused by inflexible protocols, and (4) information assets silos. Significant improvement should be evident in the ability of Michigan policymakers to access critical information at critical moments to support sound decisions about policy options.

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.¹

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(C)(2) Accessing and Using State Data

Michigan has invested considerable resources over the past several years in the development and strengthening of longitudinal data systems for students and teachers, and is now poised to accelerate those efforts. To create a culture of quality data collection and use, the data must be made broadly available and easily accessible; and appropriate professional development needs to be provided to increase the effective data usage capacity of a broad group of educators and other stakeholders to use data to inform decisions. To do this, Michigan has focused on providing and extending access to and support for the use of data by four key stakeholder groups: (1) educators, (2) the state department of education and other state agencies, (3) the research community, and (4) students, parents, and the interested public. Michigan will give particular attention to strengthening state and LEA collaboration with major research universities to establish systems whereby relevant information on research-based instructional practices can be disseminated to K-12 teachers, and provide a venue for researchers to access rich data on student performance and other information. The related professional development necessary for this work is outlined in (C)(3) and is included in detail in (D)(5).

Michigan has been making data available to educators primarily through the Data for Student Success initiative, which is funded through Title II, Part D of an Enhancing Education

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

through Technology competitive grant. In 2006, the Michigan Department of Education and the Center for Educational Performance and Information asked the Michigan Legislature to appropriate \$1.5 million to support the work. Working with the state, a consortium of Intermediate School Districts built a reporting system that translates state-collected data into actionable reports to inform instruction at the district, building, and classroom levels. This reporting system is called Data for Student Success and it simplifies the process of accessing and querying this “compliance” data and provides powerful analytic reports using state data to complement local data initiatives. Data for Student Success now serves as the prototype for building Michigan’s Web-based *education data portal* to become a “one-stop shop” for the dissemination of Michigan education data and serves as a critical tool supporting Michigan’s RESPONSE system (see Section A). Data for Student Success provides the data necessary to support Michigan educators in increasing student achievement by identifying weaknesses in curriculum and curricular resources and gaps in student and teacher knowledge and instructional practice. The data assists schools in focusing school improvement efforts and targeting professional development.

The *education data portal* is a critical coordination vehicle, making statewide longitudinal data available and streamlining the data flow to support multiple uses. Data will be automatically fed into instructional improvement programs such as Data for Student Success, the Comprehensive Needs Assessment, School Improvement Planning process, and the Improving Instruction through Regional Data Initiatives – see (C)(3) – and it will make these data broadly available. The portal will also make student-teacher links available for use in evaluating teacher and leader effectiveness. Through these programs and evaluative processes, schools and districts will link locally determined summative, formative, and interim benchmark assessment data to state-maintained summative assessment data. This will put results into context using additional local student demographics, student and teacher attendance data, transcript data, grades, teacher effectiveness measures, and other school context data to begin moving the conversation from data for compliance to data for decision making and local improvement efforts.

The state will provide summative assessment information to the Regional Data Initiatives in currently assessed subjects and in mathematics and English language arts under the Common Core assessments, while the intermediate and local school districts will provide summative, formative, and interim benchmark assessments on non-Common Core subjects, and grades and

roles not currently assessed by the state system (see (B)(2) and (B)(3) for more information). To ensure timely packaging and exporting of the data sets in a usable format, the state will work with regional data partners so that both common and custom queries allow for the exchange of data elements to support local decision making. Under this proposal, we plan to open the system to greater access through the public portal so that it will be used for multiple purposes and by multiple audiences.

One key use of state-level data, for instance, will be the use of state-level data as “quality assurance” and to monitor progress on core system-wide goals. The state will also pursue linking education data with other state-level agencies to produce a broader, richer core of data. The Michigan Department of Education is pursuing a broad research agenda that addresses state education policy questions in a more coherent fashion by engaging a diverse group of PK-12, postsecondary, workforce, and research partners to explore key education questions using data from the State Longitudinal Data System and the data provided via the Regional Data Initiatives. The goal for Michigan will require establishing a state-level research collaborative to assemble researchers from across the state and the Midwest region to contribute to the development of a research agenda targeting needs recommended by an appointed P-20 Advisory Council.

The state-level research collaborative will require funding to oversee several key data tasks: (1) work with the P-20 Advisory Council to set and prioritize a state research agenda; (2) ensure that student, school, and system performance are measured meaningfully; (3) build technical and human capacity to use data effectively by the state, LEAs, and research audiences; (4) review research proposals requiring state data; (5) establish guidelines and standards for proposal submission with data requests; and (6) make appropriate research results available to the public. The regional research collaboratives—part of the Regional Data Initiatives—will follow the lead of the P-20 Advisory council in carrying out the research agenda at the local and regional level.

A recent research study conducted by the Regional Educational Laboratory-Midwest provides a model for the research collaborative. Over the past four years, the Regional Educational Laboratory-Midwest, under the direction of Barbara Schneider at Michigan State University, has been providing technical assistance to the Michigan Department of Education, leveraging longitudinal data from the Registry of Educational Personnel, student assessment data, and student demographic data to answer key questions generated by the state regarding

Michigan's instructional workforce. This collaborative effort has produced three completed technical reports, with additional reports and projects continuing. Throughout the effort, the research team worked closely with Michigan Department of Education/Center for Educational Performance and Information to learn how to link and manage teacher data; merge school-level data with teacher data; and work in an iterative and collaborative manner to identify questions of interest to the state. The center provides timely feedback and refined analyses to produce more rigorous results. The state will use State Longitudinal Data Systems grant funds awarded by the Institute for Educational Sciences to accelerate the work planned under Race to the Top to create research-ready files that can be accessed through the education data portal, which will allow researchers to evaluate the effectiveness of instruction for student subgroups well above or below grade level and perform other research that advances Michigan's educational performance. Limited funds under Race to the Top will support the increased staffing levels necessary to work with researchers in creating and automating data requests, providing training on using the data in a secure manner, and documenting protocols and procedures. Additionally, Michigan plans to collaborate with the Institute for Social Research at the University of Michigan to identify mechanisms for making state data more broadly available for research.

In addition to making data available to school teachers, administrators, and researchers, Michigan also plans to make state data available to students, parents and the interested public. As Michigan moves forward with the more iterative use of data to drive instruction and practice, more data will be made available to students, parents, and the public to conduct their own dynamic queries through the education portal. The full build-out of this portal is planned under this Accelerate Michigan proposal and will indeed accelerate the use of data to drive instructional practice in Michigan and will quickly move our schools beyond using data for compliance and into a full culture of using quality data in support of student learning.

Timeline:

Establish the research collaborative	June 2010
Convene initial stakeholder meeting	July 2010
Establish rules and process for cross-institutional collaboration	September 2010
Disseminate initial research agenda	January 2011
Initiate first set of research projects	February 2011
Begin gathering portal requirements	July 2010

Begin portal development

October 2010

Develop analysis tools and reports

June 2011

(Responsible Parties: Center for Educational Performance and Information, Michigan Department of Education, and Michigan Department of Technology Management and Budget).

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

(C)(3): Using data to improve instruction

(C)(3)(i): Ensuring implementation of instructional improvement systems

A core feature of this application is strengthening the use of data in all aspects of the education system to increase student achievement. Michigan has two current data systems in place to facilitate the use of data to improve instruction: (1) Data for Student Success, described in (C)(2), and (2) Regional Data Initiatives. Regional Data Initiatives are data warehouse

systems that provide the data aggregation and analysis tools by which education data is utilized. Race to the Top provides an opportunity to further focus on utilizing the Data for Student Success and Regional Data Initiatives tool sets to improve instruction by targeting their use through the Responsive Instructional Support System described in (B)(3), the Framework for Educator Evaluations described in (D)(2), and professional development related to the use of data to inform instruction described below in (C)(3) as well as in (D)(5) as part of Michigan's unified professional development plan.

Regional Data Initiatives

In August 2009, the Michigan Department of Education released an \$11.6 million Title II, Part D, competitive grant funded by the American Recovery and Reinvestment Act of 2009, titled "Improving Instruction through Regional Data Initiatives." The program sought to extend the success of the Data for Student Success initiative by building collective capacity at the intermediate school district or regional level to provide teachers and administrators with real-time access to a combination of state and local data to better inform their work. In response to the American Recovery and Reinvestment Act grant opportunity, all 57 of Michigan's intermediate school districts self-organized into eight consortia for rolling out professional development programs on five already installed and operational data analysis and reporting platforms (e.g., six consortia are sharing three platforms with two consortia using unique platforms).

These Regional Data Initiatives are collaborating to share resources across consortia to support common needs, including:

- 1) Facilitating the creation of an interoperability framework among the Regional Data Initiatives, the State Longitudinal Data System, and local student information systems;
- 2) Developing common professional development programs to support data use; and
- 3) Recommending and adopting a common set of reports for tracking student progress toward graduation and college readiness, and early warning sign reports for dropout prevention and intervention (See Appendix C.2 for a further description of the Regional Data Initiatives collaboration).

Under the eight regional consortia, 98 percent of districts and 45 percent of charter schools have signed up to gain access to classroom-level, instructional improvement systems. Since October 2009, 340 LEAs (55%) have loaded their data into their regional data warehouse with 33,314 user accounts created. Of those, 18,213 individuals have logged on and accessed their data warehouse a total of 606,211 times (average of 33 times per individual user). All districts that participate in Race to the Top are required to participate in a Regional Data Initiative and to share their data with that initiative as outlined throughout this application. Using Race to the Top funding, Michigan will support the Michigan Association of Public School Academies in organizing the remaining public school academies (i.e., charter schools) into a Regional Data Initiatives consortium to support the adoption of a common classroom-level, instructional improvement system.

To support individualizing and personalizing instruction using data, the Regional Data Initiatives require consortia to link data warehousing solutions with differentiation tools, such as the *Michigan Learning-iTunes* University (mobile education media platform), NetTrekker (a standards-based educational search tool), the Michigan Online Educator Resources (lesson plans, free web resources aligned with state standards, etc.), and other resources. These instructional support tools are already widely used: *Michigan Learning-iTunes* University topped 60,000 downloads, NetTrekker usage reached 45,000 hits, and Michigan Online Educator Resources had 30,000 hits in March 2010.

The four priorities for this initiative include:

1. Interfacing the State Longitudinal Data System and the local student information systems through the Data for Student Success education data portal to create statewide interoperability;
2. Providing a data platform for the sharing of common assessments across districts using a common data warehousing tool. Recall that an important component of the Michigan Department of Education assessment strategy in non-core curriculum areas, grades and/or specialty areas is the use of consortia to develop summative, formative and interim benchmark assessments, as described and funded in (B)(2);
3. Serving as a component in the successful implementation of the Framework for Educator Evaluations, described and funded in (D)(2).

- a. The Regional Data Initiatives will serve as a conduit for the provision of information maintained at the state level, such as statewide assessment and growth data, as well as the linked student/teacher information and as a repository for locally collected information, such as the formative assessments.
 - b. Single sign-on capability will have to be added to the project to streamline educator access to the regional data initiatives, state data portal, and other data applications used by districts to analyze and use data for decision-making.
4. Forming regional research collaboratives through cooperative agreements with institutions of higher education. Each Regional Data Initiative has developed a series of action research questions related to instructional practice that are being answered collaboratively by each consortium (see Appendix C.3 for a list of Regional Data Initiatives research questions).

(C)(3)(ii) Professional Development to support the use of instructional improvement

As part of Michigan's unified plan for professional development, we cannot overemphasize the importance of offering opportunities for all teachers and administrators to learn how to use data to drive decision making and improve instruction. Professional development around the use of data to improve instruction will be delivered through the Regional Data Initiatives. Each of the eight consortia is required to offer teachers and administrators four days of professional development and each Regional Data Initiative has developed (and has begun to offer) professional development programs around understanding data and the use of data to inform instruction. These programs begin in earnest in Summer 2010 to complement the work already done through the statewide rollout of Data for Student Success.

The Michigan Department of Education seeks to measure the impact of the new round of professional development in terms of changes in instructional practice at the classroom level. The Regional Data Initiatives are employing a comprehensive program evaluation, including an educator survey collected four times over the course of the 2009-2010 and 2010-2011 school years. The educator and building administrator survey will be sent to more than 50,000 building level administrators and classroom teachers. The first survey was sent out May 20, 2010 to establish the program's baseline. Part of measuring the impact of professional development

includes training teachers and principals on how to determine the quality of professional development based on the outcomes of that professional development (i.e., looking at surveys and feedback; and looking at changes in data in areas where professional development should have an impact). Training through the Regional Data Initiatives will add this focus to its curriculum and training delivery, as it is a compelling precursor to understanding how to use high quality data for decision making.

Using data to inform decisions and to review programs requires, as we have noted, a difficult cultural shift. The work of Regional Data Initiatives is a good start and Race to the Top funding will enhance this work by extending and expanding the professional development (described above). Under Race to the Top, the program will require two additional days of professional development statewide specifically focused on the use of Regional Data Initiatives tools in support of the non-core common assessments, the Framework for Educator Evaluations, and data to inform instruction which is discussed in detail in Section D.

(C)(3)(iii) Sharing data for research purposes

Michigan has modeled the sharing of data for research purposes as described above in collaboration with the Regional Educational Laboratory-Midwest and Dr. Barbara Schneider in (C)(2). Also described above in (C)(1) is the Michigan Consortium for Educational Research, a new federally funded initiative that will model the sharing of data among the Michigan Department of Education, the Center for Educational Performance and Information, Michigan State University and the University of Michigan. In addition to these efforts, Michigan will share data for research purposes through the statewide research collaborative described in (C)(2), and regional action research collaboratives that are part of the Regional Data Initiatives.

The statewide Research Collaborative is described in some detail above. The regional action research collaboratives are part of the work of the Regional Data Initiatives. The eight Regional Data Initiative consortia each identified a Michigan teacher preparation institution as a research partner to give the consortia the ability to conduct action research using the formative and summative data shared across the initiative. This regional action research will be integrated into the state's larger research collaborative that was described previously in this application in (C)(2).

Work on the regional action research has begun with the selection of a research area by each consortium and its research partner. The topics selected for research for 2009-2010 include: impact of early childhood interventions on school readiness; teacher perception of the value of data for instruction practice; data elements needed to provide a complete picture of postsecondary readiness; math response to intervention as a predictor of student success on assessments; development of and impact of interim assessments across a region; using assessment to modify instruction; impact on student achievement of the use of assessment data; and professional development on the use of assessment data.

The formation of a state-level research collaborative alongside the development of Regional Data Initiatives provides opportunity for broader research collaboration for this network of consortia. Although the primary purpose of the state-level research collaborative will be to address the state research agenda, it also will convene meetings between and among the intermediate school district consortia, with the goal of standardizing data collection on core data elements across consortia and building organizational capacity in the analysis of longitudinal data. Michigan will leverage this grant opportunity to accelerate efforts to bring together these researcher partners from the regional data initiatives, our state universities and the private sector to investigate and report on areas of critical importance in the delivery and overall improvement of instructional practices and academic achievement in Michigan. Funding will support initial studies that begin to bring focus to the connections among data systems at both the state and regional levels. For a more detailed description of the P-20 Advisory Council and research collaborative, see Appendix C.4.

Section D: Great Teachers and Leaders

Michigan has deep capacity in teacher and administrator preparation and on-going professional development. Of particular note is that with 32 teacher preparation programs statewide, we are one of the nation's "export" states for teachers; that is, the state prepares more teachers than we need in-state to replace turnover. Representatives from across the country regularly come to Michigan to recruit teachers. That being said, Michigan does have a need to continue to recruit and prepare teachers in certain hard to staff subjects such as special education, science, mathematics, world languages, and career and technical education. In addition, Michigan's Research I universities, Michigan State University, University of Michigan, and Wayne State University, have a long tradition of offering high quality teacher preparation and professional development programs, as well as leading the nation in research on teacher preparation, teacher quality, and research in STEM education.

These two features – our export status and our leading research expertise – position us well to do several things in Race to the Top. First, because we overproduce teachers, we are positioned well to take important next steps with regard to teacher and leader preparation, certification, and professional development. Moreover, because we have deep knowledge of research on teacher quality policies, we can both design policy experiments that speak to the crucial issues in teacher quality so that the work done in Michigan informs future program development in the state and researchers, educators, and policymakers nationwide.

We begin this part of the proposal with several assertions:

First, today's educational system is entirely new. K-12 education includes public schools, charter schools, and private schools. Within these various schools students are offered options such as online coursework, advanced placement courses, International Baccalaureate programs, and dual enrollment at community colleges. Teacher preparation options also include traditional, online, and alternate routes. The variability within any of those categories (public, charter, private, traditional, alternate, and on-line) is so great as to make those labels outdated and meaningless. As a consequence, we need to conceptualize the educational system as new, as one that embraces those distinctions.

Second, with regard to teacher quality, research has demonstrated several things. What the system needs is high quality innovation in terms of program development. Research has clearly shown that there is variability within alternate routes into teaching across the United

States. Research has also demonstrated that recruitment, preparation, retention, and evaluation must be interwoven. We cannot improve the quality of teachers if we do not simultaneously work on multiple fronts: recruiting the best, supporting those who enter the profession, retaining those who show promise of becoming effective, dismissing those who are not effective based on sound data and appropriate procedures, and providing on-going professional learning opportunities to help teachers meet the changing demands of schools.

Finally, research has also demonstrated that teacher quality is not a matter that rests solely on individual teachers, but is also intimately related to working conditions. Teachers do not become effective until they stay in teaching for at least 3-5 years; to stay in teaching, they need effective principals, collegial workplaces, and good materials and resources with which to work. Without these supportive conditions, all the recruiting or preparation in the world will not lead to a high quality teacher workforce. This points to one of several direct connections between preparing effective teachers and leaders. Throughout this part of the proposal, we will address both.

This final point bears repeating and expanding: Without an integrated view of the system, we cannot improve teacher or principal quality. Thus, our goals for standards and assessments, building a data system, working with low achieving schools, and developing a robust and valid set of measures for teacher and principal evaluation are fundamental to the teacher quality reforms we propose here.

The last 20 years have witnessed an unprecedented amount of experimentation in teacher and administrator quality policies. But unlike medicine, the U.S. educational system has no tradition of linking that experimentation with research. There is not a culture of building both data systems and research designs that allow us to gather data that will improve the experiments we have put in place, provide evidence that some teacher preparation programs should be closed down, or inform the national/international discussion of teacher quality and its ongoing improvement.

Our proposal for preparing great teachers and leaders has five prongs. Please note the re-ordering of application sections, in order to better reflect Michigan's coherent plan for teachers and leaders, as follows:

- (D)(1) Providing high quality, experimental pathways for aspiring teachers/
administrators

- (D)(4) Supporting research on the relative effectiveness of both innovative and existing programs
- (D)(3) Ensuring equitable distribution of effective teachers and principals
- (D)(5) Development and delivery of high-quality professional development
- (D)(2) Teacher and principal evaluation

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

**(D)(1) Providing high quality, experimental pathways for aspiring teachers/
administrators**

Teacher preparation

A core take-away message for research on teacher quality is that alternative is not the point, high quality is. Michigan is committed to creating and enabling innovation in teacher preparation, both within colleges and schools of education and through other agencies, insofar as that will lead to the preparation of more and better teachers. For example, since 1993 (two years before the first officially-recognized alternative route was established in New Jersey), representatives of the Michigan Department of Education served on the Board of the Wayne State University-led alternative approach to preparing teachers in Detroit, along with representatives of the Detroit Public Schools and the Detroit Federation of Teachers. As one of only ten programs originally funded nationally in 1993 by the DeWitt Wallace-Reader's Digest Fund, the Wayne State University-led alternative preparation program has provided initial preparation in Detroit for more than 1,100 PreK-12 teacher candidates in mathematics, the sciences, special education, and other hard-to-staff teaching disciplines.

In 2002, Michigan was awarded a Teacher Quality Enhancement grant in which Michigan State University was awarded a sub-grant to administer the program. The Teacher Quality Enhancement grant funds were used to build the state's infrastructure for reforming its teacher preparation system, improving teacher induction and mentoring and expanding alternate route programs offered by teacher preparation institutions. The funds were used to develop the "Advocating Strong Standards-based Induction Support for Teachers" online professional development modules and support for novice teachers, which are widely accessed by novice and experienced teachers across the state. Grant funds also supported the Wayne State University "Limited License to Instruct Project," which trained over 300 Detroit Public School long-term substitute teachers changing their status to fully certificated teachers. Finally, funds were used to establish a framework for a new three-tiered teacher licensure system in which advanced licensure will be based on teaching performance and effectiveness.

The state department has continued this commitment to innovation within universities by inviting programs to submit alternative certification programs in all areas. In fact, Michigan's Research I universities are models for some of this experimentation. In addition to the aforementioned Wayne State program, Michigan State University has one of the oldest residency

programs in the country, having created its teacher preparation program based on the medical residency 20 years ago. The University of Michigan, as the leading university to contribute teachers to Teach for America, recently reached an agreement to offer an alternate route preparation program for at least 75 Teach for America corps members to teach in schools in the Detroit area. Race to the Top funding will support schools that employ alternate route teachers.

At the close of its most recent legislative session, the Michigan Legislature enhanced the state's ability to offer alternate preparation programs that meet the needs of both our school districts and potential teacher candidates. House Bill 5596, 2009 Public Act 202, added Section 1531i to the Michigan Revised School Code, which provides that the Superintendent of Public Instruction shall develop a process to grant an Interim teaching certificate that authorizes an individual to teach in public schools while completing an alternate route program. A person with an Interim teaching certificate under Section 1531i must demonstrate satisfactory teaching performance for three years under that certificate and meet standards approved by the Superintendent of Public Instruction. He or she will then be granted a Provisional or Professional Education certificate, the latter if all requirements are met, as prescribed under section 1531 of the Michigan Revised School Code.

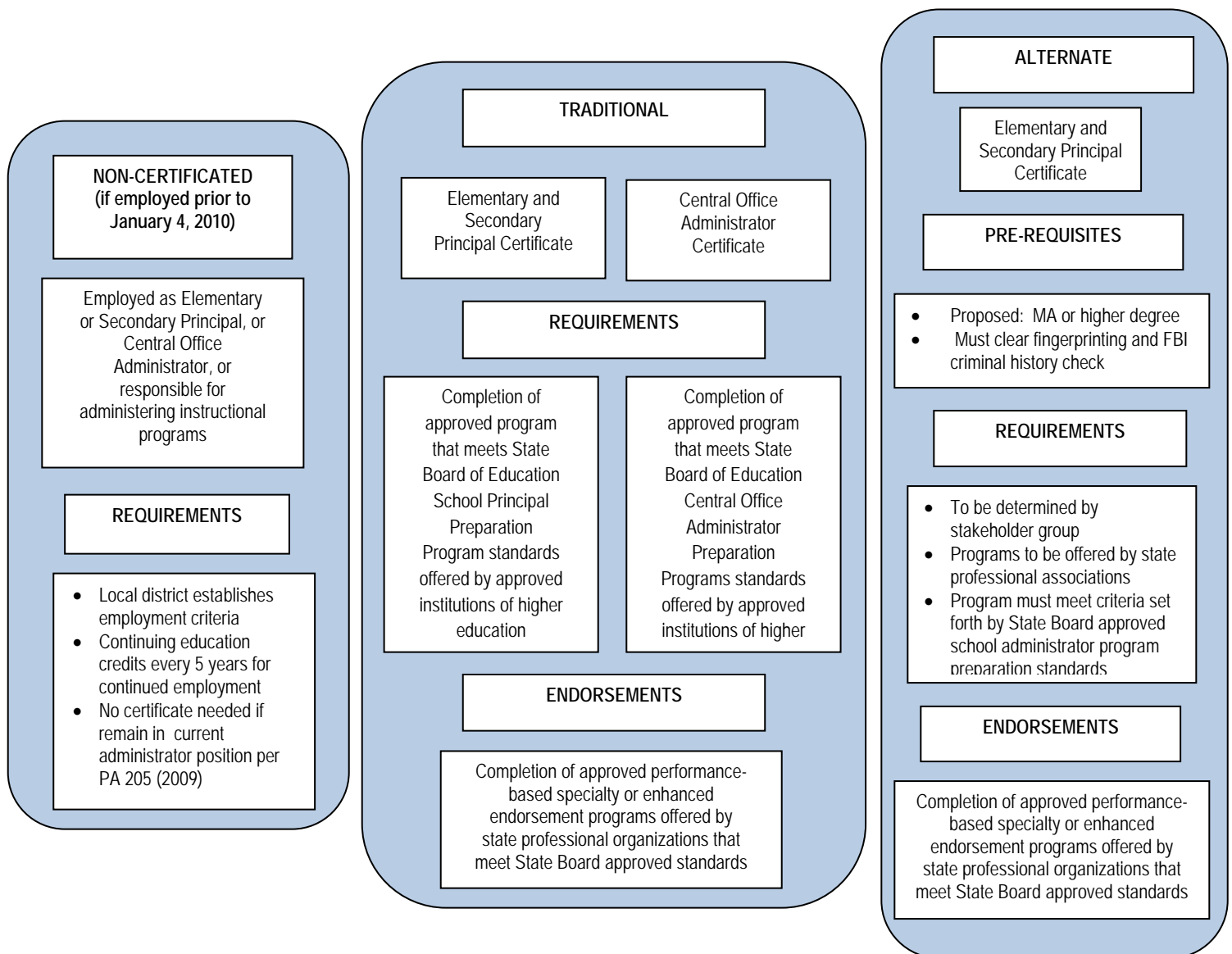
The emphasis of this legislation was to streamline the process for implementing alternate, innovative, high quality programs. To that end, approved programs must:

- Be selective in their acceptance practices.
- Accept only candidates who hold a bachelor's degree or higher from a regionally accredited college or university with a grade point average of at least 3.0 on a 4.0 scale (or the equivalent on another scale).
- Require candidates to pass both the Michigan Test for Teacher Certification basic skills and appropriate subject area examinations prior to acceptance into the alternate route program.
- Demonstrate a proven record of producing successful teachers in one or more other states or be modeled after a program that has a proven record of producing successful teachers in one or more states.

This law became effective January 4, 2010. After developing criteria to be approved by the Superintendent of Public Instruction and an application and review process, the Michigan Department of Education will accept applications from providers interested in establishing approved alternate teacher preparation programs beginning fall 2010. A chart of the various routes to teacher certification in Michigan is presented below in Figure D-1.

Figure D-1

MICHIGAN ROUTES TO TEACHER CERTIFICATION



In a recent letter to the editor of the New York Times, one principal wrote with references to teachers, “I don’t care where they come from, just make them good!” That is both common sense and empirically supported. Thus, while Michigan is committed to opening the doors to new preparers of teachers and administrators (to be discussed below), we are also equally committed to encouraging existing programs to re-conceptualize, reinvent, and experiment so that we get the best people into our schools, especially in the urban and rural areas that need them the most, and in areas that are hard-to-staff (we know, for example, that we have a pipeline problem in STEM areas). Funds will be used to conduct consequential validity studies on alternate preparation, teacher shortages and models of effective incentives that will inform policy development and Michigan’s ability to meet the needs of our hardest to staff subjects and schools. We will continue that tradition by establishing the Innovation in Teacher and Administrator Preparation Consortium, which will invite programs both inside and outside of universities to be approved using the following criteria (Levine, 2006; National Academy of Education, 2009; National Research Council, 2010):

1. Focus on a core set of identified practices that all new teachers need to master.
2. A commitment on the part of all programs to embed state standards and assessments in teacher and administrator preparation, thus aligning teacher/administrator preparation with the state policies that guide instruction.
3. A demonstration that teacher and administrator preparation incorporates the findings of the most current research in effective teaching practices, curriculum, and student assessments
4. A plan for the recruitment of high quality candidates who are interested in teaching hard-to-staff content or in rural and urban areas.
5. A commitment to the on-going support of program graduates through a research-based induction program.
6. A commitment to collect data using high quality measures of teacher and administrator knowledge and practice, as well as student achievement data for the purposes of on-going program improvement, as well as the closure of programs that do not provide sufficient evidence of effectiveness within five years.

We have already launched this effort through our participation in the Woodrow Wilson Teaching Fellows program, a new initiative that addresses the shortage of mathematics and science teachers. The program utilizes a strong practicum component while participants earn a master's degree in education. It will recruit 240 aspiring teachers during the next five years to place in high-need middle and high schools in one of five districts: Battle Creek Public Schools, Kalamazoo Public Schools, Benton Harbor Area Schools, Grand Rapids Public Schools, or Detroit Public Schools. Fellows can be college seniors, recent college graduates, or persons who desire to change careers. Fellows will receive a \$30,000 stipend and are required to commit to teach for at least three years in a high-need school after completing the program; this reflects a \$16.7 million commitment from the Kellogg Foundation.

This program represents a new approach to teacher education that seeks to transform teacher education while preparing future leaders in the teaching profession. The six institutions at which the Fellows will be prepared (Michigan State University, University of Michigan, Eastern Michigan University, Western Michigan University, Wayne State University, and Grand Valley State University) are required to redesign curricula to improve teacher preparation, to create clinical experiences to help teacher candidates succeed in diverse populations, and to assess candidates' performance in the classroom. In order to support the program requirements, the participating universities agree to match a \$500,000 enrichment grant from the Kellogg Foundation. The first cohort of Fellows will be announced in spring 2011.

Leader preparation

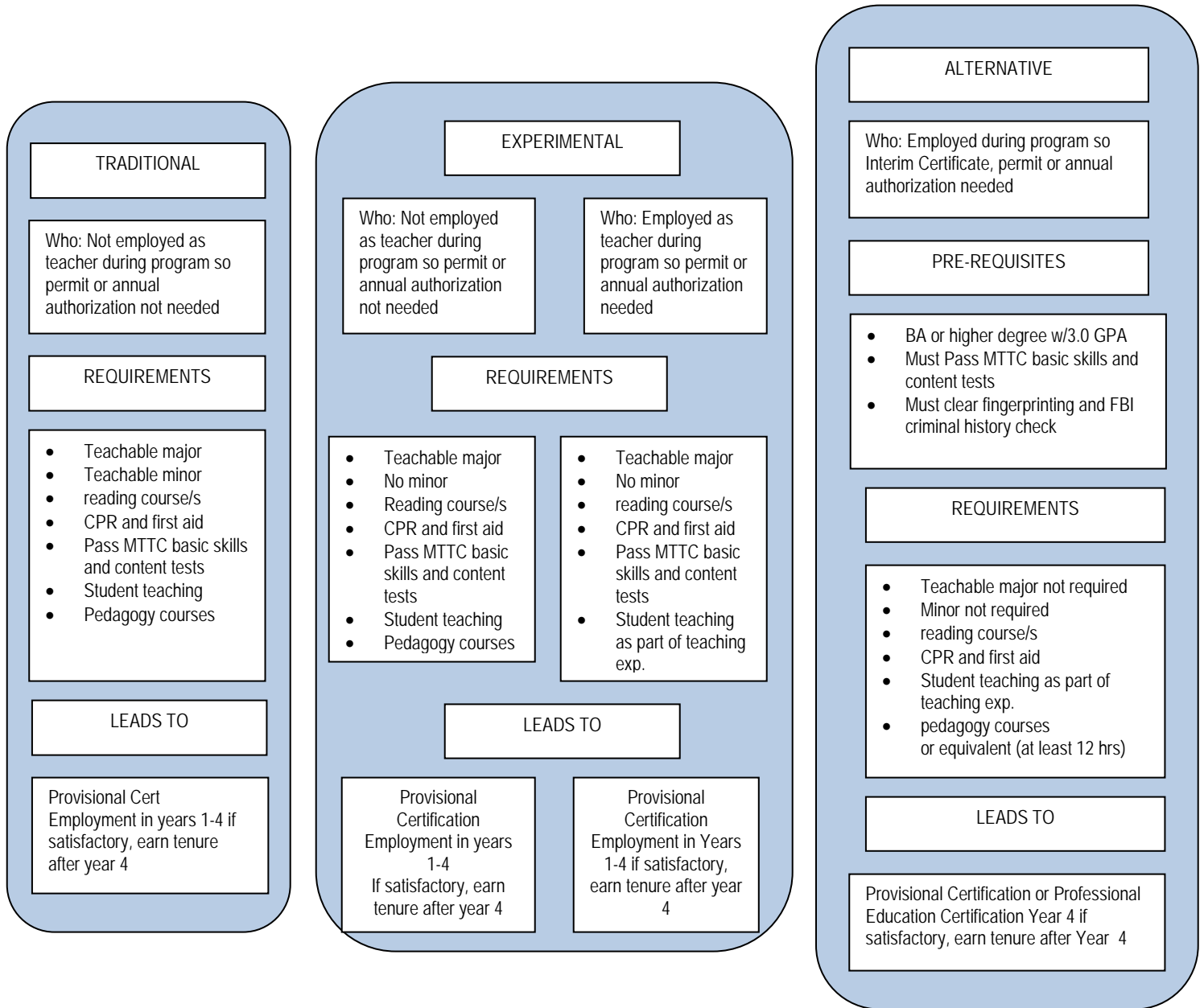
Michigan's recent history with school administrator licensure makes it unique among states since the administrator license was eliminated by legislative action in 1995 (1995 PA 289). School leader positions, by state law, were open to anyone who met the local district's requirements with or without the benefit of an administrator preparation program or license. It can be argued that Michigan established an alternate route for the employment of school administrators as early as 1994 since no specific training or degree was required. Even so, Michigan universities continued to offer graduate programs in educational leadership and faculty in these programs remained in close contact through the Michigan Association of Professors of Educational Administration. The Michigan Department of Education created a system to collect

data about graduate degrees held by administrators. This educator certification database, known as License 2000, can be used to track already-held certificates currently held by administrators.

Legislation passed in 2006 reversed the situation by establishing a voluntary administrator certificate which could be required by employers. In the following years, multiple stakeholders, including the Michigan Department of Education, universities, state-level professional associations, and school districts worked together to build an Aligned System of Leader Development in Michigan, with funding support from the Wallace Foundation. The voluntary certification and endorsement law (2006 Public Act 335) was passed in August 2006; Michigan developed and implemented Michigan Standards for school principal preparation in 2004, and developed and implemented Michigan standards for central office administrators in 2009. Legislation passed in December 2009 made the school administrator certificate mandatory for any Michigan educational leader with primary responsibility for administering instructional programs. The law stipulates that administrators who are currently employed can remain in those positions without a certificate. If they wish to be employed in a new position, they may do so, but would have six months to enroll in an administrator preparation program either traditional or alternate route. A chart of the various routes to administrator certification in Michigan is presented on the next page in Figure D-2.

Figure D-2

MICHIGAN ROUTES TO ADMINISTRATOR CERTIFICATION



The three-tiered administrator credential system begins with preparation of school administrators in Michigan Department of Education-approved university programs. Individuals may earn an administrator certificate with an endorsement for Elementary and Secondary Principal or Central Office Administrator, depending on the standards-based preparation program completed at an approved Michigan institution. Fifteen Michigan colleges and universities have Michigan Department of Education-approved school principal preparation programs. Seven Michigan universities have Michigan Department of Education-approved central office administrator preparation programs. The second tier adds job-embedded specialty endorsements to administrator certificates held by experienced leaders, based on actual administrative performance and earned by successfully completing Michigan Department of Education-approved professional association endorsement programs. The third tier requires expert leaders to demonstrate impact of their leadership to earn an enhanced endorsement for their certificate, also earned by successfully completing a Michigan Department of Education-approved professional association program.

Michigan's credentialing system goes beyond the systems of other states with the above value-added endorsements. Specifically, the provisions for specialty and enhanced endorsements represent an "alternate" component of the credentialing process that is independent of higher education endorsement and, thus, is evidence of Michigan's groundwork for eventual alternate pathways to the administrator certificate as authorized by (2009 PA 205, MCL 380.1536). Specialty (performance-based) endorsement programs currently approved and the professional associations include: Michigan Leadership Improvement Framework Endorsement (MI-LIFE), a partnership among the Michigan Department of Education, Microsoft, and the professional associations); Courageous Journey (Michigan Association of School Administrators); Executive Leadership Series (Michigan Association of Secondary School Principals); School Leadership Speciality Endorsement Program (Michigan Elementary and Middle School Principals Association); and Curriculum Leaders Institute (Michigan Association of Supervision and Curriculum Development).

The basic framework for delivery of pre-service and continuing preparation is in place, and new specialty and enhanced endorsement programs are currently in design or initial implementation. Both preparation programs provided by institutions of higher education and endorsement programs provided by professional associations are expected to collect outcome

data from individuals who complete their programs. Outcome data is reviewed by the Michigan Department of Education as part of ongoing program audit processes, which are expected to lead to program improvement. The expansion of endorsement options will heighten the need for current and emerging models to be validated through careful evaluation studies. Such studies, coupled with program evaluations that follow graduates into their work settings and report gains in student achievement, will focus refinement efforts. Proven programs will attract more students through competitive processes. Additionally, reliable evaluations will enable the State Board of Education to rescind approval for preparation or endorsement programs that fall short of the standards.

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(4) Supporting research on the relative effectiveness of both innovative and existing programs for teacher and administrator preparation

Despite openness to experimentation, Michigan has done less well in collecting good data on the effectiveness of existing and future alternate/experimental/innovative programs for teacher or administrator preparation. Recall our entering assumption that good research needs to be put in place alongside these programs – indeed all teacher and administrator preparation – in the state. Thus, we also propose that the state's three Research I universities— Michigan State

University, University of Michigan, Wayne State University, serve as lead co-partners for a statewide Teacher and Administrator Preparation Research Consortium. (Note also that all three Research I institutions are partners in the Woodrow Wilson initiative and will also be members of the Teacher and Administrator Preparation Consortium.)

This consortium, in collaboration with the Michigan Department of Education and the Teacher and Administrator Preparation Consortium, will design research that collects data on the variability across alternate and traditional programs for two reasons: (1) collecting data on program effectiveness can feed immediately back into programs both for their improvement and, in the case of ineffective programs, their closure; and (2) the design of good research will be able to contribute significantly to discussions about the policies and practices that lead to the preparation of high quality teachers and administrators. This University Consortium will have the infrastructure, experienced faculty, and capabilities to partner in the design, conduct, and dissemination of evaluation research on the effects of preparation programs statewide. Research on the effects of teacher and administrator preparation in Michigan, designed in partnership with the Michigan Department of Education, will provide the state with additional data sources for data triangulation linked to measuring PreK-12 student performance and teacher performance.

The increased attention to existing data on quality teacher preparation has led several important organizations to issue research recommendations regarding teacher preparation. Given Michigan's array of already existing programs, openness and commitment to experimental programs, the Research I universities' deep expertise in teacher quality, teacher preparation, and STEM education research, Michigan is uniquely positioned to conduct research along those recommended lines. We propose initially to focus on the following issues (see National Academy of Education, 2009; National Research Council, 2010 for discussion of the imperative to pursue these questions):

- Comparisons of programs in terms of *selectivity*; their *timing* (whether teachers complete most of their training before or after becoming a classroom teacher); and their specific *components and characteristics*.
- The effectiveness of various approaches to preparing teachers in classroom management, teaching diverse learners, and assessment.

- The influence of aspects of program structure, such as the design and timing of field experiences and the integration of teacher preparation coursework with coursework in other university departments.
- The extent to which the required course work and experiences in core content areas and teacher preparation programs more generally are consistent with converging scientific evidence.

Calls for rigorous, systematic, longitudinal inquiry into administrator preparation programs convey equal urgency. The changes in Michigan's certification status and provisions create a unique opportunity to conduct research with high potential to inform the field. Our initial research targets include the following (Darling-Hammond, et al., 2007; Young et al., 2007).

- Compare programs in terms of selectivity; their timing; and specific program content and approaches to development of leadership skill sets.
- Determine effectiveness of various approaches to preparing administrators in managing the instructional program; managing the school to enable teachers work; and managing the development of human capital through assessment and evaluation;
- Examine various configurations for field-based internships, with attention to timing, depth of experience, and guidance from university and school or district personnel;
- Compare the design, program structure, funding, and effectiveness of administrator preparation partnerships, particularly those customized for particular contexts;
- Inquire into the effect of state policies on administrative preparation;
- Develop evaluation models for evaluating and improving programs and coursework, including the collection and use of data for benchmarking performance over time within regional and institutional contexts.

In addition to pursuing research along these dimensions, using the data system outlined in Section C, Michigan will also be able to link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, and to, in turn, link this information to the in-state programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the state.

The Michigan Department of Education's teacher certification database includes a personnel identification code. As described in Section C, Michigan now has the authority to link teacher codes to student unique identification code and ultimately back to the teacher preparation institution codes. The timeline for linking teacher identifiers with student identifiers is spring of 2011 (the end of the 2010-2011 school year). The Michigan Department of Education will coordinate with Michigan's Center for Educational Performance and Information to connect student achievement and growth data from local, state, and national sources, and results from the newly designed Framework for Educator Evaluations. The Michigan Department of Education already has established strategies for publically reporting the effectiveness of its teacher preparation institutions in accordance with the Higher Education Act, Title II, Section 208(a). The "Teacher Preparation Performance Score Report and Corrective Action Plan" uses a set of criteria to assess institutions and derive a score that identifies them as exemplary, satisfactory, at-risk, or low performing.

A major component of the preparation score is the three-year cumulative Michigan Test for Teacher Certification test pass rate. Other criteria include program approvals, program completion rate, surveys of efficacy of teacher candidates, and institutional responsiveness to state need in terms of diversity and preparation of teachers in high need subject areas such as mathematics, science, world languages, and special education. This provides an incentive to institutions to recruit teachers in these hard to staff content areas as they are given additional "bonus" points in this area. The student growth connection to teachers and teacher preparation institutions will be added to the performance score criteria in 2012, which is the earliest that two years of student growth will be available.

This accountability system will be used with all existing teacher preparation programs. The performance score is made publicly available by presenting it at a State Board of Education meeting and posting it on the Michigan Department of Education's Office for Professional Preparation Services website. The public reports are in the form of the percentage of teachers passing the Michigan Test for Teacher Certification and Teacher Preparation Institution Performance Scores. Institutions that do not obtain satisfactory or better performance scores are required to submit a self-assessment and a plan of improvement to move their institution to a satisfactory level within two years. Currently, failure to do so may result in loss of their approval as a teacher preparation institution in accordance with the State Board of Education

approved corrective action sanctions. In addition, by 2013 all approved teacher preparation institutions are required to be nationally accredited by either the National Council for the Accreditation of Teacher Education or the Teacher Education Accreditation Council.

Michigan's goal is to improve teacher preparation institutions, in much the same way that Michigan will improve student achievement, through a responsive and targeted use of data and action. Michigan has a system in place for evaluating teacher preparation institutions; however, it is in need of revisions to make it align with Michigan's new Framework for Educator Evaluations and improvements in data systems. In order to make critical, high-stakes decisions regarding the efficacy of institutions, a careful and well-designed system must be in place. To that end, Michigan proposes to use Race to the Top funds to undertake the following activities in support of developing a system for evaluating and supporting teacher preparation institutions: (1) convene a working group with representatives of all teacher preparation institutions in the state, as well as other key stakeholders; (2) identify the types of evidence that will be necessary to assess and support teacher preparation institutions, and (3) identify potential gaps in the current data system that will be necessary to fill in order to implement this teacher preparation program evaluation framework. While we recognize the need for a clear plan in the submission of this application, we feel it is more critical to undertake a thoughtful, reasoned process—in light of the developments in other areas of the state, such as the newly mandated educator evaluations—in order to develop a system that is both rigorous and fair.

The teacher preparation accountability system will be the basis for building a similar accountability system for principal preparation programs. Recent passage of Michigan law (December 2009), requiring administrator certification in Michigan authorizes the Michigan Department of Education to develop and implement an administrator preparation accountability system and publicly report in the same manner as teacher preparation programs. The timeline for developing and implementing the principal preparation performance score will be targeted for fall 2011. The Michigan Department of Education will convene a group of stakeholders including representatives from administrator and teacher associations, higher education, local districts, intermediate school districts, and the Michigan Department of Education to work collaboratively on this initiative. The timeline for identifying stakeholders is May 2010. The stakeholders will begin meeting in June 2010 with a recommendation for the principal preparation performance score to the State Board of Education by December 2010. Michigan's

four-year history with conducting the teacher preparation institution performance scoring provides a solid foundation for expansion of that system and for development and implementation of an administrator preparation accountability system.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

(D)(3) Ensuring equitable distribution of effective teachers and principals

The equitable distribution of high quality teachers and administrators is a civil right of Michigan school children, across urban and rural settings, across hard to staff subject areas, and across socioeconomic levels. Ensuring that students in high-poverty and high-minority schools have equitable access to effective teachers as defined through annual evaluations using the Framework for Educator Evaluations is a priority to the state. Michigan defines “high-poverty” schools in accordance with Section 1111(h)(1)(C)(viii) of the Elementary and Secondary Education Act as schools in the top quartile of poverty in the state and “low-poverty” schools as schools in the bottom quartile of poverty. Similarly, Michigan defines “high-minority” schools as schools in the top quartile as represented by the percentage of minority students enrolled. Another approach to identifying need is focusing on low performing schools. By definition, a low performing school is one in which students have needs for improved resources.

The problem of ensuring the equitable distribution of teachers and administrators is multi-faceted; here we focus on three issues: identifying shortage areas, recruiting and preparing teachers/administrators to be distributed, and keeping them.

Identifying inequities in distribution

Attracting qualified candidates begins with the careful identification of what shortage areas are relevant in our state. The Michigan Department of Education works with the Center for Educational Performance and Information to collect the Registry of Educational Personnel twice annually in order to monitor, evaluate, and identify areas of teacher shortage. The data on permits, annual authorizations, and special education approvals are used to calculate the number of teacher vacancies in Michigan. The annual list of teacher shortages is prepared in accordance with the formula that is provided by the United States Department of Education for loan forgiveness programs.

Michigan’s “2006 No Child Left Behind Teacher Equity Plan” outlines efforts and strategies undertaken relative to the equitable distribution of highly qualified teachers. The most current version of this plan is available online through the Michigan Department of Education website and is included in this application as Appendix D.1 (2006 No Child Left Behind Teacher Equity Plan). Effectiveness is a new criterion whereby teachers and principals will be evaluated. As is described in Section C, Michigan has a teacher identifier system in place and will expand it

to link student achievement and growth data to specific teachers and schools, thereby linking these data to principals. The Michigan Department of Education will work with the Michigan Center for Education Performance and Information to add the necessary fields to the Registry of Educational Personnel to collect and provide information on staff effectiveness and student achievement. Michigan is required to report annually on the distribution of the number and percentage of teachers and principals in all types of schools including those identified as low-performing. The timeline and milestones for these data revisions are included in (D)(2)(ii).

Equitable distribution data have been compiled using data from the fall 2007 Registry of Educational Personnel. The fall 2007 registry data were used due to the ability to match it with the current Consolidated State Performance Report data. Of the 210,518 classes taught in Michigan schools during the 2007-2008 academic year, 207,346 (98.49%) were taught by highly qualified teachers and 86.44% were taught by both high quality and experienced teachers. Of the 210,518 classes, 3,172 (1.51%) were taught by teachers that had not yet demonstrated highly qualified status. A total of 451 (0.21%) classes were taught by teachers that were both non-highly qualified and new to the teaching profession (or inexperienced). This 0.21% more than likely represents inexperienced teachers in special education assignments, general education out-of-field assignments, or simply errors on the LEA data submission. A combined summary table is provided in Appendix D.2.

Overall, the majority of Michigan's classes are being taught by highly qualified, experienced teachers. In examining the data in relation to district's minority and poverty status, there is not a significant drop in highly qualified and experienced teachers at the high ends (high poverty and/or high minority). The range of difference between the minority/poverty situations is 1.09% or less for classes taught by highly qualified teachers and 6.73% or less for classes taught by experienced teachers. Minority status appears to play less of a role in whether or not a class is taught by an highly qualified or inexperienced teacher. The data also indicates that within the high poverty/high minority situations, the public school academies/charter schools have significantly higher number of inexperienced teachers versus the other public schools.

The most recent June 2009 Registry of Educational Personnel collection indicates that 99.1% of Michigan's core academic classes are taught by highly qualified teachers. That is up from the reported 98% from the December 2008 collection. Given that Michigan's schools employ over 100,000 teachers annually with only about 2,500 (.025%) being first year teachers

the issue of equitable distribution is not as profound as it might be in other states. Even so, the need to assess teacher effectiveness becomes more important as the gaps in the educational achievement of minority students continue to be a serious challenge. As identified in (D)(1), Race to the Top funds will be used to conduct research on shortage areas which will then inform equitable distribution efforts.

Once data is available, Michigan will target efforts on ensuring that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals. In the interim, Michigan will continue to use available data to examine the distribution of teachers based on highest education degree, licensure category, and highly qualified status, as conducted in the Regional Educational Laboratory-Midwest “Beyond Compliance” Technical Reports 1 and 3 (Lynn & Schneider, et al, 2007; Lynn, Keesler, & Schneider, 2008; Keesler, Lynn, Zhou, & Schneider, 2009). The following strategies and initiatives will enable Michigan to approach the equitable distribution of effective teachers and principals systemically.

Data Systems

Quality data systems will be used to identify areas of specific need. Analysis of longitudinal data will illuminate potential sub-challenges within the larger areas of need. For example, data may indicate that specific schools have annual shortages even though the overall number of teachers needed has not changed, as was suggested by a report through the Regional Educational Laboratory-Midwest focusing on teacher supply and demand to meet the Michigan Merit Curriculum (Keesler, Wyse, Jones & Schneider, 2008). This would indicate that efforts should be targeted on teacher retention rather than just teacher recruitment. Michigan’s current data system and the planned expansion of the data system allow the state to perform these types of data analyses. These analyses will be expanded and conducted yearly, and will be refined as new data become available and in light of changing curricular needs. In addition to determining whether effective teachers are equitably distributed across schools, the data system also will allow determination as to the effectiveness of principals staffing high-poverty and high-minority schools.

The Michigan Department of Education has the ability to determine the number of principal vacancies and where they are located in the state by using Registry of Educational

Personnel data. The Michigan Department of Education Office of Professional Preparation Services will prepare a list of principal vacancies on an annual basis and publicly report them.

Recruitment

In order to attract qualified candidates, the Michigan Department of Education directs teacher preparation institutions to prepare teachers in areas of shortage by implementing the “Teacher Preparation Institution Performance Score and Corrective Action Plan” in accordance with the Higher Education Act, Title II, Section 208(a). One of the criteria in the performance score awards points to teacher preparation institutions that respond to state needs by preparing more teachers in high-need or shortage areas such as mathematics, science, world languages, and special education.

The Michigan Department of Education will institute an accountability instrument and process similar to the “Teacher Preparation Institution Performance Score” for both “traditional” and “alternative” teacher, principal, and central office administrator certification programs. These performance scores will provide transparency and accountability to the public about the quality of different educator preparation programs. Like the established “Teacher Preparation Institution Performance Score” used currently, the scores will provide ratings to programs that respond to state needs by preparing teachers and principals prepared to serve in high-need or shortage areas, whether they are subject area shortage areas that can be served by teachers or geographic shortage areas that can be served by teachers and principals. Funds will be used to support ongoing technical advisory committee meetings to review the quality of studies of equitable distribution.

In order to use the teacher and principal shortage data to adequately recruit and prepare teachers and principals to fill these critical shortage areas, Michigan will:

- Promote the portability of tenure to attract highly effective teachers to hard-to-staff subjects, schools, and districts by informing districts of their option to waive tenure requirements for experienced teachers who they employ in high-need areas.
- Continue to use the publicly reported “Teacher Preparation Institution Performance Score” to provide an incentive for teacher preparation programs to focus on critical shortage areas.

- Collaborate with the Research I universities and the Michigan Department of Energy, Labor and Economic Growth to recruit laid off engineers and other professionals into teaching to fill the growing need for a rapid deployment of mathematics and science teachers identified in the recent report by Dr. Schneider at Regional Educational Laboratory-Midwest. The Michigan Department of Education is exploring the New Jersey Traders to Teaching Program as a potential model.
- Work with agencies and universities invested in administrator and teacher preparation to create innovative and alternate routes to certification to increase the number of effective and highly effective teachers in Michigan's lowest performing schools by joining the Teacher and Administrator Preparation Consortium described in (D)(1). Recall that this includes our participation in the Woodrow Wilson Michigan Teaching Fellowship. The Teacher and Administrator Preparation Consortium will specifically focus on the following:
 - (1) recruitment of motivated young teachers and recent college graduates through collaboration with established traditional and alternative route teacher preparation programs, including Teach for America and The New Teacher Project;
 - (2) recruitment of career changers who may want to work in the targeted schools and high-need subjects;
 - (3) recruitment of existing effective and highly effective teachers to transfer to high-need schools in other school districts;
 - (4) recruitment and training of teacher leaders in order to enlarge the leadership capacity in high-need schools; and
 - (5) recruitment and training of principals and superintendents to work in struggling schools and districts. Specific elements of the program will be determined as it is developed and will consider what works best based on the research on successful alternate route programs.

Retention

Recruitment and high quality preparation are essential. But retention is paramount. The data are compelling: It takes teachers at least three to five years to become high quality; our hypothesis is that it takes administrators just as long. To grow and nurture a high quality

workforce and to keep them distributed equitably across the state and across hard-to-staff areas, we need to keep teachers and administrators in those schools long enough to let them become effective.

The research shows that even when incentives work, unless mechanisms are put in place to create a culture of learning for teachers and administrators, teachers will leave challenging schools. This then connects back to our discussion of creating conditions for change and points to the interconnectedness of all aspects of our proposed work. Teachers can only become effective if they stay in teaching long enough to learn to teach. Teachers do not stay in schools in which they are unsupported. Thus one needs to prepare and support principals who can create conditions to support teachers, including clear organizational goals, adequate instructional guidance and materials, a professional, collaborative culture of adults, and a safe and orderly school culture in which students have a voice or make decisions about their own learning. The more supportive the district culture, the more likely the school is able to sustain reform.

All school districts that participate in efforts to distribute effective teachers will need to demonstrate that they are also implementing policies concerning the working conditions of teaching and leading, including:

- Teaching assignments that are aligned with teachers' expertise (i.e. appropriate certification and highly qualified);
- Focused induction and professional development programs for both teachers and leaders;
- Supports for the development of school culture, including collegial interaction;
- High quality curriculum and related instructional materials that leverage the work done on the Common Core of Standards and accompanying instructional materials, including the supports described in Section B;
- Student tests that are aligned with those curricula (including assessments used from the SMARTER Balanced Assessment Consortium) and all assessments described in Section B;
- Well prepared principals and school leaders;
- A combination of valid and reliable measures of teacher and principal performance; and
- Policies for teacher/principal dismissal after a reasonable period of low performance (National Academy of Education, 2009). In Michigan, periods of low performance will

be identified via the implementation of the Framework for Educator Evaluations as described in Section D(2).

Here too, in keeping with the goals of RESPONSE, we note that all of these policies will be continually reassessed using data collected through our data systems in order to adjust and revise the policies. The Race to the Top investment is too large not to couple all proposed experimentation with research designed by the Research I institutions to critically examine the power of these proposals.

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(5) Providing effective ongoing support for both teachers and leaders

The goal of Accelerate Michigan is to raise student achievement for all, with special emphasis on accelerating the learning gains of low-achieving students. This means improving the instructional core by changing the velocity – the speed and direction – of what happens in

classrooms on a daily basis between teachers and their students. Our theory of action argues that Race to the Top funds will enable us to increase the capacity – the knowledge, skills and dispositions – of our teachers and leaders, and that this increased capacity throughout the system, the collective capacity, will provide the momentum we need to reach the goals we have set for our students and ourselves for the 21st Century.

Capitalizing on the progress we have made as a state – on standards and assessments, the data we have on students and educators, and our early success with turning around persistently low-achieving schools – will require Accelerate Michigan to provide effective and ongoing support for both teachers and leaders. This section of our application describes a coherent plan for professional development to address four strategic priorities: (1) improving support for high-quality instructional practices; (2) using data to drive decision-making to improve instruction; (3) increasing the assessment literacy of all teachers and leaders; and (4) training all educators on the use of the Framework for Educator Evaluations. Supporting these strategic priorities is a commitment to using data to build statewide commitment and capacity to evaluate the effectiveness and quality of professional development efforts and programs. Specifically, the Accelerate Michigan Office described in (A)(2) will fulfill the following three crucial functions to organize and streamline professional development in Michigan: (1) convene and support work groups described throughout this application that will develop criteria for the design and delivery of professional development programs to improve student achievement for diverse audiences, (2) use grants to guide the development of high quality professional development programs that are focused on the key needs of teachers, students, and leaders; (3) support statewide compliance with all federal grants and legislation, as well as statewide mandates; and (4) conduct comprehensive research and evaluation of our professional development efforts.

(D)(5)(i) Provide ongoing, job-embedded, collaborative, data-informed professional development, coaching, and induction for teachers, principals and other educators

Building Collective Capacity to Provide Professional Development

Michigan has considerable existing capacity at multiple levels to provide professional development to teachers and leaders. The Michigan Department of Education has specialists who serve as content, data, and leadership coaches, and process mentors to schools; the Michigan Principals Fellowship provides intensive, embedded professional development to

principals and school improvement teams in Title I schools that have not made Adequate Yearly Progress toward their academic NCLB goals for three consecutive years. The state has developed targeted professional development programs to address needs specific to math and science, e.g., Algebra for All. The state's 57 intermediate school districts provide professional development to districts in their regions on a variety of topics, and districts themselves provide professional development to teachers and administrators, often through the "train the trainer" approach of presentations to staff at which teachers and leaders share what they have learned at conferences. The teachers' unions and administrator associations also provide significant professional development to their members. Many teachers and leaders belong to subject matter or other specialty professional associations that provide opportunities to engage in professional growth.

Michigan also has significant professional development that can be delivered via technology. Its Advocating Strong Standards-based Induction Support for Teachers website, developed with federal Title II funds, contains thousands of materials for beginning teachers, their mentors, and their principals to support the all-important early years of teaching. The state has also invested more than \$12 million in LearnPort, Michigan's on-line professional development platform that allows educators to access resources and training modules any time from anywhere, alleviating some of the time and distance limitations of traditional face-to-face professional development. LearnPort also allows users to form virtual professional learning communities around specific areas of interest, and to keep track of and document their professional development on-line.

While the state has considerable capacity to provide professional development, we are limited by lack of coherence. Research has demonstrated that professional development is rarely coordinated in ways that lead to effective instructional improvement. Michigan's professional development system is neither built on a foundation of strong theory of educator learning nor does it have an overall understanding of how the pieces fit together. In short, we lack the collective capacity to provide a coherent, effective professional development system. As a result, financial and human resources are sometimes wasted and we lose the opportunity to do better for our students. Accelerate Michigan will help us develop the collective capacity for a coherent system.

Accelerate Michigan's Approach to Professional Development

Nationwide, millions of dollars are invested in professional development, with very little commitment to using data to improve or discontinue programs. Michigan aims to build a quality professional development infrastructure by supporting the preparation of a cadre of professional development leaders to carry out their professional development functions, including using data to improve and close programs as appropriate. The system will streamline responsive and effective professional development for pre-service to veteran teachers and leaders, based on data-derived instructional needs at state, local, and individual levels. The key metric by which Michigan will evaluate the success of our enhanced, targeted professional development programs is increased student achievement and decreased achievement gaps. Michigan will implement several interim and ongoing measures to continuously assess the effectiveness of the programs.

An important precursor to providing new programs is having an inventory of information on current high quality professional development initiatives in the state. Many exemplary professional development programs already exist and originate with a variety of providers, including professional organizations, universities, intermediate school districts, local districts, and private providers. In order to monitor, coordinate, and continuously improve professional development, the Accelerate Michigan Office will convene a cross-functional professional development team of stakeholders drawn primarily from members of the P-20 Council that will collect data and use existing high standards to evaluate programs on a quarterly basis. With the assistance of national and state experts, including the Michigan Consortium for Educational Research, the Michigan Department of Education will develop criteria, based on the results of high quality and rigorous reviews of the existing research literature (NRC, 2010), to determine and specify the type of systemic professional development that will lead to a sustained increase of teacher effectiveness and student achievement. These criteria (to be approved by the State Board of Education) will be developed by summer 2011.

Mapping the landscape of activity will help educators statewide identify and take advantage of the wealth of professional development currently available and help the state target projects worthy of scaling up. Teachers and administrators will be able to access an online database (provided via the Teaching for Learning website) of existing professional development programs that meet state standards and criteria. The website will be developed by December

2010. Following the formation of the stakeholder group and development of the criteria described above, each program in the preliminary database will be reviewed to ensure it meets Michigan's new standards and supports reform efforts in one of the four key areas.

The database will provide supportive information to help schools and districts identify appropriate professional development programs based on locally determined instructional needs. When necessary, the state will provide support to schools and districts to assist them in matching their data-identified professional development needs to appropriate programs. All professional development will be regularly evaluated using participant feedback, focused research on the most promising programs, and linking program participants to student achievement data to examine effectiveness in raising student achievement. Professional development programs that do not demonstrate effectiveness over time will be discontinued from the Michigan Department of Education list; those needing improvements will be improved using data to target problem areas.

As outlined in detail in (D)(2), the Framework for Educator Evaluations is expected to be implemented in all Michigan districts as part of teacher and leader evaluations. Key to the approach to the annual evaluations in the Framework is to identify goals based on school improvement plans and comprehensive needs assessments and the measures and evidence that will be used to evaluate the achievement of those goals. Based on the results of those two elements, the evaluations will help identify the necessary professional development. Evaluations provide important evidence regarding the utilization of professional development to support reform in the four key areas and their outcomes. As educators identify what types of professional development they have utilized and/or need to utilize in the future, the results will be recorded. The information regarding utilization of professional development gathered from the implementation of the Framework will be entered into the Statewide Longitudinal Data System by the Regional Data Initiatives, and can be captured in the Registry for Educational Personnel. This will be supported and facilitated by the Accelerate Michigan Office.

As part of the annual evaluations conducted under the Framework, teachers and principals will be required to create an Individual Professional Development Plan based on the results of their annual evaluation and school-wide areas of concern addressed in the school improvement plan. Although the content of these plans will be locally negotiated, the state is developing an online tool for creating Individual Professional Development Plans for utilization

by districts. Based on this information, teachers and principals will identify the specific professional development most appropriate to ameliorate the areas of challenge. The content and structure of the professional development required under the Individual Professional Development Plan will be drawn from both existing professional development systems in the state and any new systems or entities that meet the criteria for provider approval as described in the following section. It will also include, as appropriate, professional development in each of the four priority areas, with more professional development in areas of identified weaknesses.

Accelerate Michigan's overall approach to improving student achievement and closing achievement gaps by improving instruction through a culture of quality data is conceptualized in RESPONSE (see Section A). Through RESPONSE, the new generation of professional development will be responsive, targeted, and most importantly, originate from the most appropriate level. Below, strategies for professional development implementation will be delineated for each level of RESPONSE: teachers, schools, districts, Intermediate School Districts, and the state.

Professional development offerings will be evaluated over time for effectiveness using much of the evidence collected through connected RESPONSE activities. For example, one of the instructional tools provided in the Teaching for Learning Framework is a set of instructional practice surveys that can help teachers identify their own levels of proficiency in specific instructional practices. Summary data from these surveys can also be used to inform districts and the state about the fidelity of implementation for professional development initiatives. Teachers can complete the instructional practice surveys online via the Teaching for Learning website after participating in specific professional development activities and/or periodically throughout the year (i.e., as embedded professional development communities evolve). This data will be linked with data in the Statewide Longitudinal Data systems and the Regional Data Initiatives and can be synthesized at the local, regional, and state levels to evaluate the implementation, utilization, and effectiveness of professional development.

Michigan requires its teachers and administrators to earn continuing education units through professional development and training for the renewal of their certification. When professional development is tied to continuing education units, information can be gathered on the professional development delivery and execution. Though the current system gathers baseline information, the statewide research collaborative will assist in convening a team to

discuss and design additional appropriate metrics by which professional development effectiveness and implementation information can be gathered and utilized by the state. Michigan will change how State Board Continuing Education Units are awarded so that by 2013 at least half of the State Board Continuing Education Units must be in activities that meet these new criteria, i.e., job-embedded, sustained professional development. The new State Board Continuing Education Unit process will also include a reflective evaluation which the individual will be required to complete within several weeks of participating in the professional learning activity. The State Board Continuing Education Units credits will not be awarded until after the individual has completed the reflective evaluation. The State Board Continuing Education Units enrollment and evaluation process will be completely online and managed by Michigan Institute for Educational Management, one of the Michigan Department of Education's association partners.

As detailed in Section C, Michigan will link educator evaluation and student learning data to professional development programs to assess their impact. The support elements offered through the statewide system of support to low-performing schools are undergoing evaluation for effectiveness and will be modified accordingly. Michigan is committed to participate in the national evaluation of Title I School Improvement initiatives, as well, and to identify and implement practices that demonstrate effectiveness.

Planned Professional Development Activities by Priority Area

In order to ensure quality and coherence in teachers and leaders professional development, the Accelerate Michigan Office will include an internal coordinator to organize Michigan Department of Education professional development initiatives in other offices and an external coordinator to work with grant recipients, professional organizations, and other external providers. The coordinators will (1) use grants to incentivize and guide the creation and support the implementation of high quality professional development programs that are focused on the key needs of teachers and leaders; (2) support statewide compliance with all federal grants and legislation, as well as statewide mandates; and (3) offer support to professional development providers at all levels in developing the necessary content for quality professional development to address four strategic priorities:

1. Professional development to support high-quality instructional practices.

2. Professional development for increasing data use to improve instruction.
3. Professional development for assessment literacy.
4. Training all educators to use the Framework for Educator Evaluations (in collaboration with the state teachers' unions, and administrator and school board associations).

Below are specific activities that will be undertaken in support of each professional development priority identified above.

Priority 1: Professional Development to Support High-Quality Instructional Practices

Professional development to support high-quality instructional practice for teachers and leaders has as its core goal the improvement of student learning and the elimination of the achievement gap. This type of professional development can be provided by multiple entities, such as the Michigan Department of Education, colleges of arts and sciences and education in institutions of higher education, professional organizations, Michigan's Math/Science Center Network, Intermediate School Districts and online providers, e.g., Michigan Virtual University. Below we outline the specific initiatives funded under this grant.

Intermediate School Districts, schools, and teachers and leaders will selectively use professional development opportunities that are collected and identified on the Teaching for Learning website. When gaps in professional development availability arise, intermediate school districts and schools may choose to work within consortia to develop new programs, after ensuring a high-quality option is not already in existence. The Michigan Department of Education will support this work through grants where applicable.

To assist educators in the effective use of research-based strategies in delivering high-quality instruction that is aligned with the Common Core Standards, the Curriculum and Instruction Unit of the state's Office of Education Improvement and Innovation is currently developing a pilot program of professional development, *Engaging and Motivating All Students to Achieve Academic Success*, to bridge research and practice. The pilot has been designed as an ongoing, job-embedded course of study created to promote the development of on-site teacher instructional leaders who demonstrate a desire to provide leadership within their school building while at the same time remaining a teacher in the classroom, thereby increasing the program's impact by building internal instructional capacity at the local level. Teacher leaders will work with colleagues to assess and strategize action plans to address issues of student engagement and

motivation and engage in action research to assess their actions, and the program's effectiveness at meeting instructional needs and raising student achievement. While in its pilot year, this teacher leader development program has a pre-determined focus on engagement and motivation; as the program evolves, the teacher leader will work with teachers to determine high-priority areas for instructional improvement and focus their work on site-based needs. Much of the program's content will be delivered online through both self-paced and collaborative learning to minimize cost and maximize impact and coherence with Michigan's reform plan as a whole. Pilot implementation is scheduled for the 2010–11 academic year. The program will be evaluated, revised, and scaled up accordingly in ensuing school years.

To improve the teaching and learning of mathematics in high-need schools, the Michigan Department of Education will partner with the state's Math/Science Centers Network. The focus of the professional development will be to improve the teaching of mathematics in these high-need districts and to develop mathematics instructional specialists in each building. The regional expertise of the Math/Science Centers will be utilized to develop a statewide professional development program for struggling elementary, middle, and high schools. This program will provide teachers with both a conceptual understanding of relevant STEM concepts and strategies for teaching those concepts to a range of learners. Funds will be distributed to the centers by March 2011.

The most important feature of Accelerate Michigan's approach to professional development – and perhaps the most challenging to institutionalize – is the emphasis on increasing “learning on the job” for all educators in Michigan. As scholars have suggested, while professional development “time” is important, teachers and leaders learn the most alone, on a daily basis, while doing their work. As we have noted, our goal with RESPONSE, the Teaching for Learning Framework, the educator portal, and the infrastructures described is to create a culture of data use. This is because a culture of data use is a culture of learning.

Priority 2: Professional Development for Increasing Data Use to Improve Instruction

In order to accomplish the goals of increased student achievement through improved instruction as informed by a culture of quality data, professional development on how to use data to accomplish these goals is critical. This includes learning both how to ask and answer questions with data in mind and how to use data analysis tools. Professional development will

include training on how to identify questions of interest, the appropriate data necessary to answer those questions, and how to translate that information into a course of action (e.g., changes in instruction, targeted professional development, etc). This will enable, for example, a teacher who wants to know if boys and girls are learning differently in his/her class to understand the process he/she should use to answer his/her own question. This training will be developed by the state, the Regional Data Initiatives, the Intermediate School Districts and institutions of higher education, and will largely be delivered via online training modules, providing users with hands-on opportunities to use data effectively. Training regarding the technical use of data analysis tools, such as Data for Student Success and the new education data portal, will similarly be developed either by the state or by the Regional Data Initiatives and rolled out following the methods used to train stakeholders on the use of Data for Student Success – see (C)(2).

Knowing how to use data and data tools is an essential step to improved instruction, but it is not sufficient. Changing a culture also requires collective, consistent, and ongoing work. The Michigan Department of Education is providing American Recovery and Reinvestment Act Title II, Part D funds for professional development, and many Intermediate Schools Districts are providing additional professional development for the districts in their consortia. Additionally, the Michigan Association for Intermediate School Administrators is providing coordination and facilitation for the professional learning community for administrators in the Regional Data Initiatives to reach consensus on local data policy issues and to disseminate best practices across consortia. The Michigan Department of Education will support intermediate school districts and districts in the development of similar professional learning communities focused on the core reform areas and identified regional needs and resources. Michigan plans to compete for all American Recovery and Reinvestment Act funding sources to supplement and support the four core reform initiatives. The professional learning communities will develop common professional development programs to ensure teachers and principals are trained in accessing and using the data from this system. Furthermore, the work of the Regional Data Initiatives and professional learning communities will be itself infused with a commitment to data use. These initiatives will promote the use of data both through programs offered and through modeling the use of data over time.

Priority 3: Professional Development for Assessment Literacy

An essential aspect of our efforts will be a focus on increasing assessment literacy statewide. To support the transition to new standards and assessments, the Michigan Department of Education will provide seed money to local consortia of Intermediate School Districts, universities, and professional organizations to develop not only a variety of assessments as described in (B)(2) but also the related professional development tools and training necessary to support the use of those assessments. With the implementation of new standards, assessments, and the collection of resulting student achievement data (see Section B for details on Michigan plans and timeline), all teachers and principals—both novice and veteran—will need professional development in order to ultimately build Michigan’s collective capacity to deliver high-quality instruction and improve student achievement.

To support this work, the Michigan Department of Education will also fund a consortium of Intermediate School Districts, institutions of higher education, and/or other entities to develop an online platform for the administration and reporting of results of the assessments developed in non-core areas. This will allow high-quality results to be returned quickly to students and teachers in non-core areas to support timely feedback for use in educational decision making.

As noted in (B)(2), the Office of Educational Assessment and Accountability has funded a significant professional development initiative aimed at improving educator assessment literacy. The model involves in-depth training in balanced assessment (summative, interim, and formative assessments along with grading), and provides supports for learning teams to work together with a coach over a two-year period in which the training is interspersed with team meetings to discuss the challenges, successes, and practical application in the classroom. This is a critical component of ensuring that the implementation of the Framework for Educator Evaluations is fair and valid. If educators are to be held accountable to some degree based on student achievement data, it is essential that they be provided with robust professional development on the appropriate uses of assessment results. This professional development program will be scaled up to assure that teachers and principals across Michigan are well-equipped to implement data-based decision-making based on formative and summative assessment data.

Priority 4: Training All Educators to Use the Framework for Educator Evaluations (in collaboration with the state teachers' unions, and administrator and school board associations)

As detailed in the Framework for Educator Evaluations included as Appendix D.3, a critical component to the successful implementation of this Framework is professional development in the effective use of the Framework itself. As the Framework states, “Common professional training is essential to assure that evaluators and staff are thoroughly trained in all aspects of the evaluation process being used in the district. For example: how to create individual and team goals based on data; how to correctly identify reasonable and valid measures of those goals; how to evaluate achievement of the goals; and how to identify reasonable professional development in order to improve in areas of weakness.” This requires (1) schools to provide common planning time to engage in these discussions around the creation of goals and the use of data to evaluate progress toward goals, (2) educators to participate in offered professional development around assessment literacy and using data to inform decisions (priorities 2 and 3), and (3) additional professional development be developed as necessary by Intermediate School Districts and the state to support the implementation of the Framework in response to areas of weakness in keeping with the goals of RESPONSE.

(D)(5)(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievements

Determining whether or not the professional development efforts Michigan proposes to implement with Race to the Top funds are effective is crucial. In order to ensure that each initiative articulated in the budget narrative for this section is making a substantive impact on student achievement and closing achievement gaps, the state will allocate resources specifically for research and evaluation. Each collaborative grant to support these efforts will be measuring the effectiveness of the professional development each year covered by Race to the Top. Research and evaluation grant recipients will be required to submit quarterly reports to the Accelerate Michigan Office documenting the implementation and fidelity to purpose. At the end of each year, the reports will be required to include summary information and recommendations on how the Michigan Department of Education can support local districts in the continuous improvement of each professional development initiative.

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(2) Improving Teacher and Leader Effectiveness Based on Performance

Overview

A key element to building collective capacity throughout all levels of Michigan's educational system is annual evaluations of educators, in order to improve practice, target supports, and ensure that all students receive a high-quality educational experience. As of January 2010, with immediate effect, Michigan requires that each school district, intermediate school district and public school academy (charter school) to (1) "adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system;" that (a) uses "multiple rating categories that take into account data on student growth as a significant factor;" and (b) measures student growth "by national, state, or local assessments and other objective criteria." This strong legislation helps to provide important support to further the rigorous use of data to drive instruction and improve achievement. Because the legislation is effective immediately, this section develops a plan to put in place tools and supports for carrying out those responsibilities that are already required under state legislation.

This law is enacted in a state that has over 4,000 schools in 757 districts and a strong tradition of local control in all areas of civic life. To develop a system that is fair and that also respects that local control tradition, it is necessary to develop a system for educator evaluation that respects both the mandates of the state, as well as the needs of local districts. We acknowledge that this is no easy feat, which is why the following proposed system represents a revolutionary development in Michigan. Through a collaborative process that engaged multiple stakeholders, Michigan has identified a system for annual educator evaluations that (1) respects local bargaining rights, (2) lays out a mechanism for complying with the rigorous new requirements of state law, and (3) provides assurances that all educator evaluations will be based squarely on student outcomes generally, and in large part on student achievement growth in particular. This is an historic accomplishment and is representative of Michigan's commitment to transformative educational enterprise in pursuit of our goal—increased student achievement and diminished achievement gaps through improved instruction and educational practice.

(D)(2)(i) Establishing clear approaches to measuring student growth

Effective January 4, 2010, Michigan law (Michigan Compiled Law 380.1249) requires that all schools measure *student growth* and provide teachers and administrators with relevant student growth data. Michigan has long been a leader in developing assessments appropriate for capturing student achievement and growth at the state level (for a more detailed description of current state assessment systems, see Section (B)(2)). Below is a description of the current growth measurement capacity and new systems that will be developed under the Race to the Top grant.

Current student growth measurement capacity

The Michigan Department of Education has developed a student growth model for measuring student progress in reading and mathematics in grades 4-8 that has been approved by the United States Department of Education for use in Adequate Yearly Progress calculations. Unlike many growth models used across the country, Michigan's growth model is conservative in that it is designed to capture student growth without making inaccurate assumptions regarding the assessment data. The data generated via this growth model is provided to school districts as a measure of student progress.

The details of the model are provided in Appendix D.4. The main elements of Michigan's current student growth model in grades 4-8 and English language arts and mathematics are:

- Student scores on the state-administered standardized tests are divided into four performance levels (Advanced, Proficient, Partially Proficient, and Not Proficient), which are vertically articulated across grades so that, for example, moving from barely proficient in one grade to barely proficient in the next grade is considered one year's growth for one year of instruction.
- These performance levels are divided into three "mini-categories"—high, mid, and low—so that there are 12 categories of student performance (i.e. High Advanced, Mid Advanced, Low Advanced, etc.)
- Student growth is measured by looking at the transition from year to year in the student's mini-category ranking, classifying each transition as either a Significant Improvement, Improvement, Maintenance, Decline, or Significant Decline in performance level.

- Michigan expects to see, at a minimum, maintenance in performance level for students who are already proficient (e.g., from Mid Proficient in 2009 to at least Mid Proficient in 2010), and, at a minimum, some degree of improvement toward proficiency for students who are not yet proficient (e.g., from Mid Partially Proficient in 2009 to at least High Partially Proficient in 2010).
- This model avoids many of the problems of other growth models (i.e. predicting a student's future score based on present performance, assuming that the scores on tests have the same meaning from grade to grade, and serious distortions arising from calculating student growth using vertical scales); it also addresses the fact that Michigan's tests (like most state achievement tests) are not vertically scaled, so a scale score on a grade 4 test does not have the same meaning as a scale score on a grade 5 test. However, the proficiency levels are set by the State Board of Education with input from a wide range of stakeholders, and provide a consistent definition of student performance across grades and tests.

To be clear, this model is in operation presently for the current Michigan assessments. Enhancements to the model may be made over time with existing assessments. The model will be reviewed, enhanced, and/or replaced as new assessments are implemented based on characteristics of those assessments and on developments in the literature regarding best practices for measuring student achievement growth.

Proposed New and Additional Assessments to Measure Student Growth

Michigan's current growth model is in place in grades 4-8 for reading and mathematics. The state does not have the ability to calculate growth in high school, grades K-3, or in other subject areas, such as science, social studies, or world language. In order to implement fair and effective educator evaluations that include student growth data, this system must be expanded. To calculate valid measure of student growth, it is necessary to have, at a minimum, yearly measurement of student achievement in each subject, and it is ideal to have more frequent measures throughout the year. Michigan is proposing the following activities to obtain valid, reliable, and more frequent measures of student achievement to be used in the calculation of growth:

- *New Common Core Assessments (summative and interim benchmark):* These assessments will be provided via the SMARTER Balanced Assessment Consortium if that consortium is funded; and through another consortium if it is not. As outlined in detail in Section B, Michigan has joined the SMARTER Balanced Assessment Consortium, and will be implementing assessments developed via that consortium in English language arts and mathematics. This will provide multiple measures of student achievement for the calculation of growth in those Common Core areas. Those will be state-administered and scored assessments. The implementation of multiple measures (in approximately 2013-2014) is likely to require a redevelopment of the growth model.
- *New High School College Preparation Battery:* Beginning in the 2010-2011 school year, these assessments will complement the Michigan Merit Examination in grade 11 which already includes a college entrance examination. Assessments that are predictive of the grade 11 college entrance component of the Michigan Merit Examination will be provided in grades 9 and 10 to allow for measures of growth in grades 9-11. This addresses a need for state-level growth data aligned to college readiness standards for high school students and educators. It is intended that these assessments (used as an interim solution for measuring growth) be replaced at some later date by other examinations (either in similar form or in the form of end of course examinations) that are specifically aligned to the Common Core State Standards.

New Locally Designed Assessments for use by any LEA

In all non-Common Core areas, the state will pursue the strategy outlined in (B)(2) and will provide seed money to consortia of intermediate school districts and institutions of higher education to develop summative, formative, and interim benchmark assessments in non-Common Core subject areas, grades and/or specialty areas beginning in the 2010-2011 school year. This will provide a much more diverse body of assessments across all subjects. The state will provide technical assistance and validation expertise to support the development of these assessments and the development of growth measures based on those assessments, and will look to identify examples of high-quality practices for tracking student progress over time. For example, the Michigan Department of Education was recently asked to review and provide feedback to a Michigan charter school authorizer on a plan the authorizer developed in response

to the requirement to provide measures of student growth over time to educators. That plan is provided as an example of a thoughtful approach to locally-developed measures of growth, and is included as Appendix D.5 with permission.

Though not mandated, Michigan school districts may, and often do, adopt nationally standardized tests to measure their students' achievement. Many of these commercially available assessments also provide measures of student growth over time. Where available, these data from tests can be used by districts and schools as a source of growth data in addition to that provided by or required by the state.

Using all forms of available assessment data (valid for calculating growth) to calculate growth

Michigan will undertake a two-fold approach to providing measures of student growth. The key aspect of Michigan's approach is to utilize valid data, from measures that are suited to measure student growth in the subject, grade and/or specialty area in question.

- For Common Core subjects with adjacent-grade measurement (English language arts and mathematics), the state will continue to determine proficiency levels and calculate annual student growth. These calculations will be provided to schools and districts via the statewide longitudinal data systems for use in annual educator evaluations as well as in the RESPONSE system of targeted instruction and professional development.
- For non-Common Core subjects with state level growth data (high school assessments in subjects tested by the new college preparation assessment battery), the state will calculate annual student growth. These calculations will be provided to schools and districts via the same mechanism as for common core subjects.
- For non-Common Core subjects (in which the assessments to be used are locally determined), there are various types of assessments which are expected to differ widely across the state. There are different types of growth calculations that are appropriate for different types of assessment and growth data. The Michigan Department of Education will provide general guidance on the different types of growth measures and their appropriate use. Student growth measures will be subject-specific and often district or school specific, in all non-Common Core areas. Once these growth measures are calculated locally, they can be used as locally bargained in the annual educator evaluations.

(D)(2)(ii) Designing and Implementing an Evaluation System: the Framework for Michigan Educator Evaluations

At the time of Michigan's application for the first round of Race to the Top funding, Michigan did not have a strong framework for educator evaluation. After the initial Race to the Top application was developed and submitted, the following organizations came together to develop a Framework for Educator Evaluations in response to Michigan's new law requiring teacher and administrator evaluations:

- The American Federation of Teachers–Michigan
- The Michigan Education Association
- The Michigan Association of Secondary School Principals
- The Michigan Elementary and Middle School Principals Association

These associations and unions embraced the opportunity to participate in creating an evaluation model that would provide meaningful support to all educators in order to improve their practice with the ultimate goal of increasing student achievement and closing achievement gaps. The Framework carefully tracks the requirements of Michigan law and provided a suggested mechanism for meaningful implementation of the law. While the law sets out the requirements, the Framework shows how to meet them.

When Michigan decided to apply for the second round of Race to the Top funding, the Michigan Department of Education convened a large group of stakeholders representing different education interests in a series of meetings. Those meetings focused on collaboratively reaching consensus on the scope and shape of annual educator evaluations. At the table were those who had worked cordially together for years and those whose relationships tended to be more adversarial, as well as some who had been on the periphery. But all were and are committed to the success of Michigan's children through high quality education in high quality schools with high quality teachers and principals. This shared commitment brought people together to reach consensus on a new plan to accelerate school reform and student achievement in Michigan. The individual resources and capacity involved at the beginning were tremendous. The collective capacity and the coherent plan that emerged were astonishing. Michigan educators truly came together in a collaborative effort that proved that collectively we are much stronger than we are individually. This is the model for the state going forward.

At the outset of those meetings, the association- and union-led framework was brought forward by the associations and unions to the Michigan Department of Education as a foundation upon which this section could be built. Over several days of discussion, additional parties (including institutions of higher education, the Michigan Department of Education, the Michigan Staff Development Council, the Michigan Association for Supervision and Curriculum Development, Michigan School Business Officials, Michigan Association of School Boards, the Michigan Association of School Administrators, and Michigan Middle Cities Association) had the opportunity to provide feedback and suggestions regarding the framework. Some revisions to the framework were made, and the sponsoring associations again provided their common support, as well as seeking and obtaining support from other associations. A singular strength of this framework is that not only were teachers and principals involved in developing the new evaluation framework, but a number of others stakeholders participated in the process as well.

Key aspects of the Framework

The Framework is available as Appendix D.3 in its entirety. A few key components of the Framework are laid out here as they are particularly salient to the application:

First, the Framework defines a comprehensive approach to educator evaluation, in that it includes not only teachers and principals, but expands to district and intermediate school district superintendents, central office staff, as well as state staff and the state Superintendent of Public Instruction in a way that incentivizes collaboration among educators at all levels to help all educators meet their goals. In addition, the state Superintendent of Public Instruction has indicated his commitment to use the Framework for his evaluations, and the framework includes a provision signaling a two-way commitment between leaders and teachers that not only will teachers and leaders be evaluated by their supervisors, but that leaders' goals against which they are evaluated must include the provision of support and resources (including appropriate professional development) to employees to enable them to meet their goals. Finally, the framework indicates that all educators' goals are to be developed in collaboration with their professional teams and supervisors.

Second, the Framework defines a strong foundation for evaluations. The first piece of that foundation is the Michigan School Improvement Framework—a high-quality comprehensive planning and analysis framework (available as Appendix D.6) used to identify school

improvement needs based on student outcomes. The second piece of that foundation is a School Improvement Plan, which is required under Michigan law for every school, and which is based upon the Michigan School Improvement Framework. The final piece of the foundation is a Comprehensive Needs Assessment, which is a required part of any school improvement plan that identifies school improvement needs based squarely on student outcomes—including student achievement and growth.

Third, the Framework indicates that all educators' goals are derived from a School Improvement Plan, and particularly from a Comprehensive Needs Assessment. This assures that *all* educator goals have a basis in student outcomes—including student achievement growth.

Fourth, the Framework indicates that where attainment of an educator's goals can be evaluated against student achievement/growth data, *all* available and applicable student achievement/growth data should be included as a significant part of the evaluation, whether the data come from national, state, or local sources.

Fifth, the Framework indicates that individual educators will develop both individual goals and shared goals with their professional teams. The Framework also indicates that educators will be evaluated against both their individual and team goals to foster educators working as teams to improve student outcomes.

Sixth, to assure that educators whose evaluations include poor student achievement/growth data have ample opportunities to improve before high stakes decisions are made based on student achievement/growth data, the Framework indicates that student achievement/growth data included in educator evaluations should be used strictly formatively for the first three years that an educator is evaluated within a specific evaluation system (meaning, for example, that targeted professional development is provided in the areas where student achievement/growth data show possible weaknesses). The reason for such care is that while educators heavily influence student achievement (and more particularly, growth), it is important to recognize that there are other factors that educators may not be able to control, and that those factors also influence measures of teacher effectiveness produced by value-added models (see the annotated bibliography provided as Appendix D.7 for a brief listing of scholarly work on this issue). Assuring (1) that poor student achievement/growth data is consistent over multiple years with different students, and (2) that it remains consistent over multiple years and with different students even though targeted intervention has been provided, are key components. Doing so

improves the validity of high-stakes decisions made based in part on student achievement/growth data.

Because of the high quality of both the Framework itself and the process through which it was developed, the Michigan Department of Education endorses this framework for educator evaluations, and expects that any participating district will use the Framework as the basis for developing a rigorous, locally bargained process for conducting educator evaluations.

Finally, there is a state requirement that every educator will have an Individual Professional Development Plan in place for the 2010-2011 school year, which is expected to coincide with the goals against which teachers will be evaluated. The Michigan Department of Education is piloting this school year (2009-2010) an online platform for creating Individual Professional Development Plans, and will expand that platform for use by all educators at all levels. Again, while the exact form of an Individual Professional Development Plan will be locally bargained, districts and individual educators may use the online platform as a tool to create those plans.

Therefore, there are two significant supports for educators and districts in conducting annual evaluations. First, the Framework provides sound guiding principles for the development of goals against which educators will be evaluated. We anticipate that the goals will likely coincide with the required Individual Professional Development Plans to reduce workload. Second, the online platform for creating Individual Professional Development Plans provides a tool that can be used for the development of goals within the Framework.

Multiple Rating Categories Using Student Growth as a Significant Factor:

The Framework for Educator Evaluations provides four categories into which educators can fall: (1) Exceeds Goals, (2) Meets Goals, (3) Progressing Toward Goals, and (4) Not Meeting Goals.

In order for measures of student growth to contribute to determining which category a given educator achieves, a system is necessary to translate individual student growth data into a preliminary measure of educator impact on collective student growth (for the students for which an educator is responsible). While the exact form of those preliminary measures of educator impact on student growth will be locally bargained, the state will provide assistance to districts

by creating such measures where possible, based on individual student growth data available to the state.

These state-developed measures of educator impact on student growth can be used by districts as a component of local evaluations, or they may choose to create their own measures of impact. However, as stated in the Framework, where state produced growth data are available for inclusion in evaluations, preliminary measures of educator impact on growth based on state data will be incorporated as a significant component in evaluation. Those preliminary measures based on state data can be either the state-developed preliminary measures, locally-developed preliminary measures, or both.

State-Developed Preliminary Measures of Educator Impact on Student Growth

The Michigan Department of Education has developed a student growth model (described above) that can be used to measure growth in reading and mathematics for grades 4-8. This model addresses many issues that have been identified for growth models. As also described above, the state will provide guidelines for appropriate local development of preliminary measures of educator impact on student growth.

To assist districts in incorporating student growth data into educator evaluations, the state will develop preliminary measures of educator impact on student achievement growth where the data currently exist to allow this, and with additional grades and subjects as new assessments become available. As with the model for calculating individual student growth, the model for calculating a preliminary measures of educator impact may be enhanced over time with existing assessments, and will be reviewed, enhanced or potentially replaced as new assessments are implemented based on characteristics of those assessments and on developments in the literature regarding best practices for preliminarily measuring educator impact on student achievement growth. The state will undertake a program of analysis to create the preliminary measures based on current literature regarding the development of such measures. While a model for creating state-produced preliminary measures of educator impact on student growth has not been fully defined, there are some key principles upon which the state believes those preliminary measures should be founded. Those key principles assure that policy goals are embedded in the measures, and include the following:

- Attainment of proficient or advanced achievement should have a positive impact on the measures (policy goal: assure that ultimately achieving proficiency is rewarded).
- For students who are already proficient, maintenance of proficiency level should have a positive impact on the measures (policy goal: assure that there is an incentive to—at a minimum—maintain the proficiency level of already proficient students).
- For students who are already proficient, improvement beyond proficiency should have an additional positive impact on the measures (policy goal: provide an added incentive to continue to move already proficient students toward more advanced levels).
- For students who are not yet proficient, improvement toward proficiency should have the largest positive impact on the measures (key policy goal: provide a strong incentive to assist low achieving students to reach proficiency and to close achievement gaps).
- Declines in student achievement should have a negative impact on the measures (policy goal: provide a disincentive for allowing any student to demonstrate less than one year of growth for one year of instruction).

These state-developed preliminary measures of educator impact on student growth will be refined or even replaced based on emerging research on such measures, analyses of the measures, and the availability of additional assessment data.

The state will also provide guidance on interpreting the state-developed preliminary measures of educator impact. Three ranges of the measures will be identified indicating that the students of a particular educator exhibited (on average):

1. Less than one year of expected growth for one year of instruction;
2. Approximately one year of expected growth for one year of instruction; and
3. More than one year of expected growth for one year of instruction.

These ranges will be developed based on balancing needs for both rigor (e.g., expectations of ultimate student success and closing achievement gaps) and reasonableness (e.g., attainability of success by a reasonable number of educators) of the cut scores. These state-developed effectiveness measures can then be used in the conduct of annual educator evaluations

at the local level, as determined by local bargaining. If the state-developed measures are not used, locally-developed measures of educator impact on student growth (based on student growth data provided by the state) would need to be used instead. This use of *either* state-developed *or* locally-developed measures satisfies the provision in the Framework that any (local, state, or national) growth data that are available and applicable should be included in educator evaluations.

Individual student data will be linked to teachers for this purpose and student data will be aggregated at the school or district level, as appropriate, for educators filling administrative or consultative roles. These data will be provided to schools, districts, intermediate school districts, and the state for possible inclusion in educator evaluations, as described above.

As a condition of having already received State Fiscal Stabilization Fund grants, schools, districts, and intermediate school districts are already required to enter annually, three pieces of data for each teacher and principal into the Registry for Educational Personnel:

1. Whether the educator was evaluated;
2. The category (e.g., Exceeds goals, Meets goals, Progressing Toward Goals, or Not Meeting Goals) resulting from the evaluation; and
3. Whether student achievement growth was used as a significant factor in the evaluation.

Quality Assurance in Locally-Developed Preliminary Measures of Educator Impact on Student Growth

The state will assist districts in the local development of preliminary measures of educator impact on student growth. These can be used either in grades and subjects where the state does not develop such measures, in place of measures developed by the state, or in addition to measures developed by the state. To provide that assistance, the Michigan Department of Education will convene stakeholder meetings of representatives of content (e.g., reading, art, social studies) and specialty (e.g. principal, administrator) associations with representatives of institutions of higher education to describe appropriate methods of locally developing those measures.

Quality Assurance in the Conduct of Annual Educator Evaluations

In the same meetings just described, the attendees will also identify appropriate sources of data, appropriate types of evidence, and appropriate protocols for evaluations that local entities may use to guide not only the portions of evaluations based on student achievement data, but based on other types of data and evidence as well. These meetings will produce documents suggesting best practice in the evaluation procedures that districts may decide to adopt through the local bargaining process. It is expected that many districts will choose to adopt the best-practices guidelines (with or without modifications) through local bargaining because of the expense of independently creating such documents at each district and because of the anticipated presence of representatives of both those being evaluated and those performing the evaluations at the meetings.

In addition, the state will contract with an independent, autonomous evaluator to review a representative sample of educator evaluations. The autonomous evaluator will be expected to report generally on the following characteristics of educator evaluations:

1. Compliance with state law;
2. Adherence to the Framework;
3. The quality, content, and rigor of evaluations being conducted,
4. The characteristics of high quality practices identified through the sampling procedure;
and
5. The characteristics of low quality practices identified through the sampling procedure.

In producing the reports, the evaluator will:

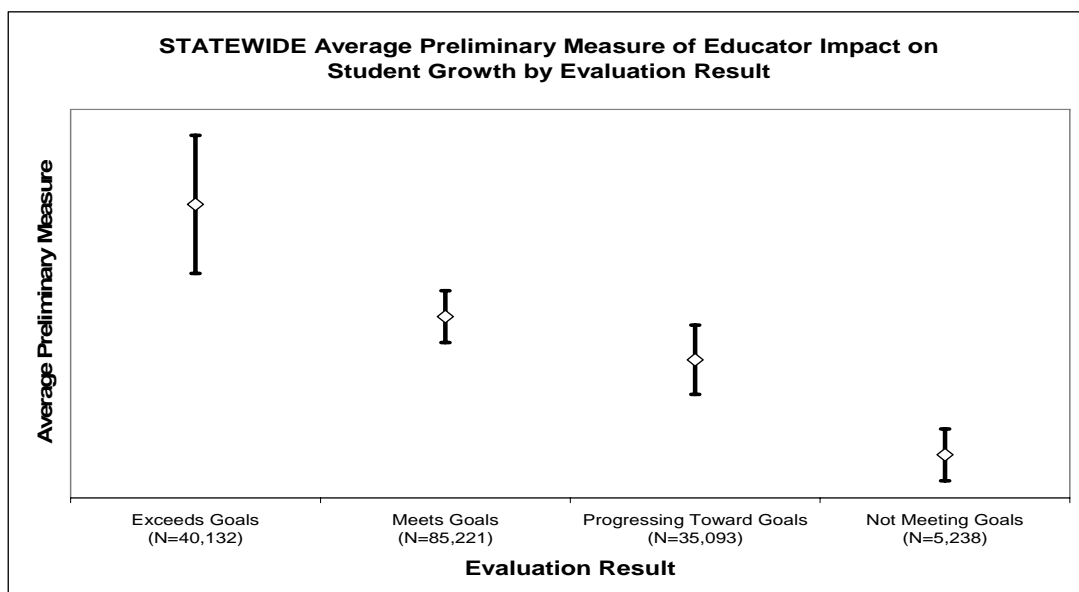
1. Receive cooperation from the state and districts in terms of providing access to data;
2. Seek feedback from the state and districts on the proposed methods to be used, and make public in wide distribution the intended methods after incorporating that feedback;
3. Incorporate, using independent judgment, the feedback obtained to finalize the initial methods;
4. After developing the initial methods, produce an initial report independent of input from the state or districts;
5. Delineate any deviations from the initial methods found necessary during the process of creating the report;

6. Seek feedback from the state and districts on the preliminary report and on deviations from initial methods;
7. Incorporate, using independent judgment, the feedback obtained; and
8. Publicly issue a final report in wide distribution, providing a 24-hour advance copy to the state and districts to prepare for public release.

In addition, the state will produce descriptive reports at the state level and for each district to include the following:

1. The percentage of educators receiving an evaluation each year;
2. The percentage of educators receiving an evaluation each year for which it is indicated that the evaluation was based in significant part on student achievement growth;
3. The percentage of educators receiving evaluations resulting in each of the four categories;
4. The percentage of educators receiving a “Not Meeting Goals” evaluation for four or more years in a row; and
5. For groups of educators for whom the state creates preliminary measures of educator impact on student growth, charts showing the mean state-developed measure for educators grouped in each category, as well as variability in those measures within each evaluation category. A sample graphic based on simulated data is provided below.

Figure D-1



It is expected that there will be differences between the state-produced measures and local evaluation results both at the individual educator level and at the aggregate level for two good reasons. First, the state-produced measures are based solely on state level data and local evaluations can either include those measures or locally-designed measures based on the same data. Second, local evaluations will be based on more than just achievement growth data. However, across entire districts and across the entire state, educators in lower evaluation categories should have lower average state-developed measures than the average for educators in higher categories, as is shown in the example chart above.

The state-produced report will be published annually for wide distribution. To be clear, districts will be able to incorporate the results of those reports in their local evaluations according to local bargaining agreements, but the state has no authority to override those local bargaining agreements.

(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools

Conduct of Annual Evaluations

Michigan law has long required evaluations for probationary teachers. Starting in January 2010, it also requires annual evaluations for all (including tenured) teachers and school administrators, with timely and constructive feedback required. The law also specifies that multiple performance rating categories must be used which take into account data on student growth as a significant factor. The law applies to all districts in the state, whether or not they participate in Race to the Top.

The Framework for Educator Evaluations, described in detail in (D)(2)(ii), provides a mechanism through which schools, districts, and intermediate school districts can implement the legal requirements. The collaborative nature in which the Framework was developed among educator associations and unions provides a strong point of consensus for the practice of high quality and rigorous annual evaluations that satisfy state legal requirements.

Timely and Constructive Feedback

In the context of using a paper and pencil test, Michigan already provides rapid feedback to schools and districts of data from annual state assessments. Focusing Michigan Department of Education attention and resources on rapid turnaround has reduced the wait from the time assessments are completed to the time results are returned to educators. In the past, the wait time had been between four and six months. That wait time has been reduced to between six and eight weeks. That heavy state focus on rapid return of paper and pencil assessment results will continue until online assessments are implemented in Michigan, at which time state attention and resources will turn instead to near-immediate turnaround of online assessment results.

As described in (B)(1)(i), Michigan has joined the SMARTER/Balanced Assessment Consortium as a governing state, and is committed to implementing the assessments for the Common Core Standards developed by the consortium. The SMARTER consortium will use technology to support the administration of assessments, including efficient delivery of assessments and data and aggregation of results from an electronic platform in English language arts and mathematics. While there may be infrastructure difficulties in some Michigan localities, providing near-immediate results for online assessments as compared to waiting for results from paper and pencil assessments is expected to provide a strong incentive to schools and districts to assure that they have the necessary information technology infrastructure to move completely to online testing. As a result, the provision of timely feedback to the local level will be greatly enhanced.

Importantly, the RESPONSE system described in Section A provides the system-wide framework by which data provided by assessments and other sources can be translated into identified areas of need in order to support educator practice. Occurring at each level of the educational system, there is an iterative cycle of instruction, assessment, analysis and research, and identification of supports (professional development, instructional tools, etc.), all informed by a rich body of data, including assessment data, student demographic data, teacher data, and school information. This responsive system means that data from student assessments is immediately integrated into educator practice, both within the context of annual educator evaluations, but also within the context of the ongoing activities of schools and teachers. The initiatives described above support this ongoing RESPONSE by enhancing the timeliness of the provision of assessment data; the ongoing initiatives of the Statewide Longitudinal Data System

and the Regional Data Initiatives, described in Section C, also provide support by maintaining a constant, high-quality storehouse of data, and providing a mechanism by which schools and districts can combine state-level data with local data.

In addition, the state law requires annual performance reviews, and schools, districts, and intermediate school districts will be required to enter the results of the annual evaluations into the Regional Data Initiatives. The Michigan Department of Education will conduct an annual audit of those entries to determine which, if any, schools or districts have not completed their annual evaluations on a timely basis, and will communicate those findings to those entities.

Providing data on student growth to educators

Schools and districts now receive data files and reports directly from the Michigan Department of Education that include reports of both individual and aggregated student growth. These reports are limited to grades and subjects where students were tested in the same subject in the previous grade, and will be expanded for any replacement or new testing programs that provide data in adjacent grades. Currently, educators receive reports that indicate whether students:

- SD Experienced a significant decline in proficiency level relative to the previous year.
- D Experienced a small decline in proficiency level relative to the previous year.
- M Maintained the previous year's proficiency level.
- I Experienced a small improvement in proficiency level relative to the previous year.
- SI Experienced a significant improvement in proficiency level relative to the previous year.

To be clear, students in the SD and D category are either (1) clearly proficient or advanced students falling nearer to the minimum proficiency scores, (2) proficient students falling out of proficiency, or (3) non-proficient students falling further away from proficiency. Students in the SI and I category are either (1) clearly not proficient students moving toward proficiency, (2) not proficient students progressing into proficiency, or (3) already proficient students progressing beyond proficiency.

While these reports are provided to educators for each student individually, they are also aggregated across students to show the progress students are making across three groups:

(1) students who were previously proficient, (2) students who were previously *not* proficient, and (3) all students. For example, at the school and grade level, the following table is provided, and the following graphic is available.

Table D-1. Progress Report for Statewide Grade 7 Reading Achievement

Fall 2008 (Grade 6) to Fall 2009 (Grade 7) MEAP Reading Performance Level Change Percents					
ALL DISTRICTS-ALL BUILDINGS					
Student Group	Performance Level Change Category				
	Significant Decline	Decline	No Change	Improvement	Significant Improvement
Not Previously Proficient	3.3	21.1	14.7	31.3	29.6
Previously Proficient	5.9	32.9	29.9	29.1	2.3
All Students	5.4	30.8	27.2	29.4	7.0
<i>NOTE: 107004 students (92.7%) were successfully matched from Fall 2008 to Fall 2009</i>					

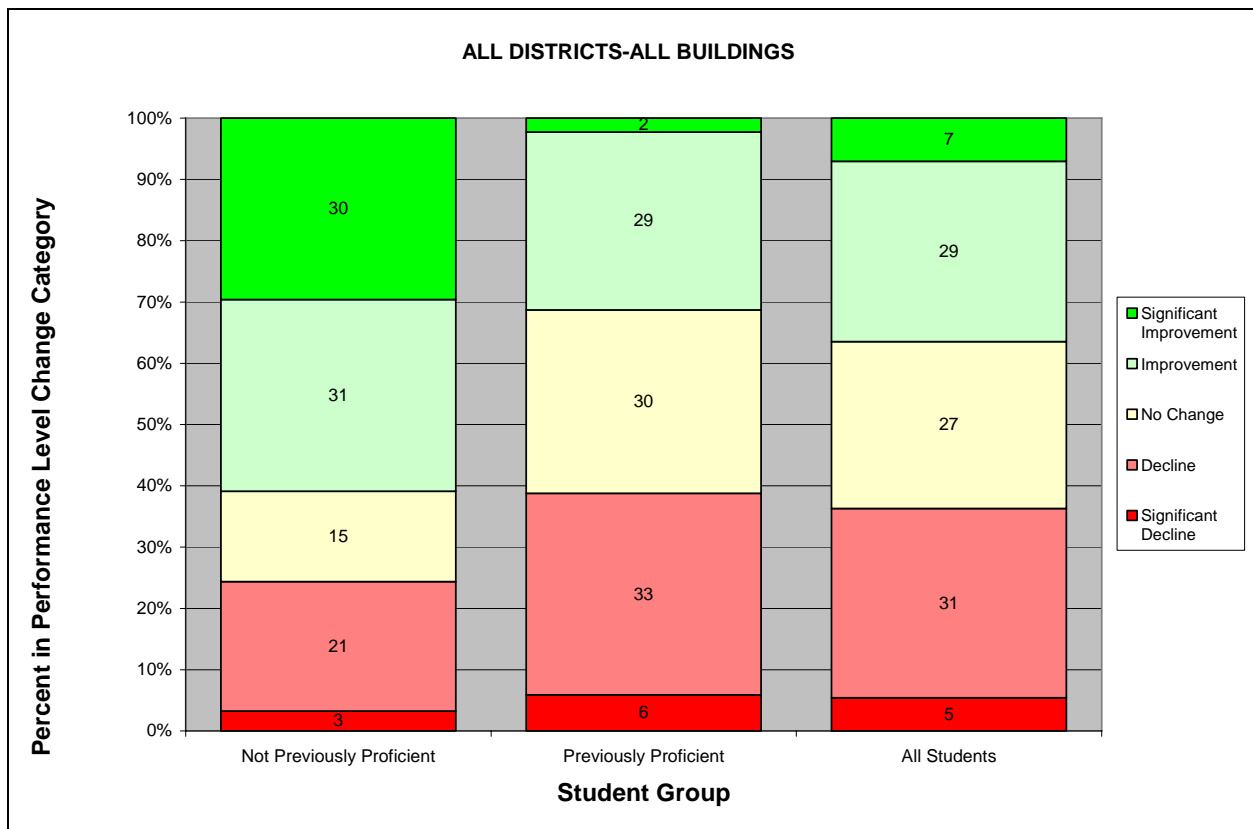


Figure D-2. Progress Chart for Statewide Grade 7 Reading Achievement

Michigan's current and ongoing plan to calculate student growth is detailed in (D)(2)(i) of the application. As these plans are implemented and data are produced, Michigan will undertake the following steps to provide this information on student growth to educators:

- Using Michigan's student and teacher link (described in Section C), data on the growth of students can now be provided to individual teachers. This will be provided for teachers in each given subject area, but data on mathematics and reading growth will be provided to all teachers. In other words, a science teacher will be linked to growth in science for all of his/her students, but will also be linked to reading and mathematics growth in all of his/her students. This is to help inform teacher instructional practice both within specific content areas and also on core areas of learning, and to help ensure that all instructional staff are supporting school- and statewide goals in reading and mathematics. It is important to note that the *use* of these data for non-reading and mathematics teachers will be locally bargained; but the state will *provide* this information in support of schools and districts evaluating progress toward system-wide goals.
- Using the new education information data portal (described in Section (C)(2)), this teacher-linked student growth data will be made available to individual educators throughout the system, in order to inform individual practice. It will also be made available, at the appropriate levels of aggregation, to various stakeholders throughout the system (i.e., principals, superintendents, the interested public, etc.) All FERPA and other considerations will be carefully followed (see Section (C)(2) for further information on privacy considerations in the provision of individual level data).
- Aggregate reporting regarding student growth at the school, district, and state level will continue to be generated by the state for growth in content areas in which the state currently administers assessments.
- Aggregate reporting regarding student growth will be provided by the Regional Data Initiatives and consortia of intermediate school districts where the assessments to calculate growth are locally determined and administered. The state will provide guidance and technical assistance to accomplish this.

Finally, the state will fund through a Request for Proposals, the development of a tool for conducting educator evaluations to reside within the Regional Data Initiatives. The tool will be built on a collaboration of the Regional Data Initiatives, principals associations, and teacher unions. This tool will be developed to facilitate the conduct of annual evaluations, but the tool will not be required to be used in evaluations.

(D)(2)(iv) In collaboration with LEAs, use evaluations to inform key decisions regarding teachers and principals

In support of the educator evaluation framework and the need for targeted intervention, Michigan has identified the RESPONSE system, by which there is an ongoing mechanism of instruction, assessment, analysis, and targeted intervention (see (A)(3), (B)(3), and Section C). The important takeaway is that Michigan is not simply implementing annual educator evaluations in a vacuum. Michigan is implementing annual educator evaluations as part of a system-wide realignment to focus intensely on improving instruction through the targeted use of quality data in order to improve student achievement outcomes and close achievement gaps. A key component of this system is the system-wide focus on targeted, appropriate professional development (see (D)(5) for more information).

State laws regarding teacher tenure (including probationary periods for new teachers) and collective bargaining have been in place in Michigan for many years. New laws (Michigan Compiled Laws 380.1249 and 380.1250) describe more rigorous evaluations based in significant part on student achievement/growth data. These new laws do not contradict existing law, but do explicitly require the use of evaluations based in significant part on student achievement/growth to inform decisions regarding the following:

1. The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
2. Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
3. Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

4. 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.

While the implementation of these requirements must be collectively bargained, they must also be collectively bargained within the constraints of the law, meaning that by definition, the requirements of this section must be met for all districts, whether they are participating districts or not.

The Framework for Educator Evaluations described in detail in (D)(2)(ii) provides a partial basis for meeting requirement (iv) in that there is great care taken with regard to assuring that the evaluations are rigorous, and fair by:

- Assuring that all educator goals are based on student outcomes, including student achievement growth data.
- Assuring that for all goals whose attainment can be measured against student achievement growth data, all available and applicable achievement data (including state-provided data) is to be included in measures of goal attainment.
- Assuring that student achievement growth data are not over-interpreted in evaluations. In particular, the Framework provides for ample opportunity to improve by specifying that for educators whose student achievement growth data are poor, targeted intervention (e.g., professional development) must be provided, and the student achievement growth data should not be considered in any high-stakes decisions for a minimum of three years after an educator enters a specific evaluation system; and then only when the data are consistently poor across multiple years even though targeted intervention has been provided.

Because the implementation of these procedures for using the evaluations for key decisions are locally determined, any quality assurance activities undertaken by the state must respect collective bargaining agreements. In order to support the implementation of the annual evaluations, the state will use the new fields in the Registry of Educational Personnel to develop and produce reports regarding statewide percentages of the number of teachers and leaders

evaluated, the number and percentage of teachers and leaders rated in each category, and the range of student growth used in evaluation systems.

Compensation Decisions

While all decisions with regard to compensation are locally determined, educator evaluations could be tied to compensation decisions where appropriate, after the minimum three year period for an individual educator in a given evaluation system and taking into account all precautions on the fair and valid use of data outlined above. Schools, districts, or intermediate school districts could decide to identify a compensation structure for teachers or even for teacher teams or schools, and could collectively bargain the implementation of that structure. The state will support these activities where possible, and provide seed money to consortia of intermediate school districts to develop and implement small-scale programs. These programs will be evaluated using rigorous evaluation methods under the direction of the statewide research collaborative, and the results will be used to inform the potential scaling of those programs. Given the fact that Michigan has only recently been given legal authority to link student and teacher data, and to conduct annual evaluations, there is not a well-developed, collaboratively determined, and fully researched system in place by which to award compensation based on performance, and Michigan does not believe it to benefit the state to implement one without those key aspects being addressed, particularly given that the research on teacher compensation strategies is mixed (i.e., Ladd et al, 2010).

Section E: Turning Around the Lowest-Achieving Schools

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

(E)(1) Intervening in the lowest-achieving schools and LEAs

Michigan law gives the Superintendent of Public Instruction, the Michigan Department of Education's chief executive officer, far-reaching authority to intervene in the lowest-achieving schools and LEAs that are in improvement or corrective action status. The state's statute on school accreditation (MCL 380.1280, Appendix E.1) gives the Superintendent of Public Instruction the authority to provide technical assistance to any school that is unaccredited. For a school that is unaccredited for three consecutive years, the Superintendent of Public Instruction has authority to replace the school administrator, to give parents school choice, to require the school to use a research-based school improvement model, or to close the school. In Michigan, standards for school accreditation are based primarily, but not solely, on student achievement. Standards for the Michigan School Accountability and Accreditation System adopted by the State Board of Education in June 2009, can be found in Appendix E.2.

Recent legislation accelerates intervention through a new statute, MCL 380.1280c (Appendix E.3), which authorizes the state superintendent to place the persistently lowest-achieving schools (as defined by Race to the Top and School Improvement Grant guidelines) under the supervision of the State School Reform/Redesign Officer. The State School Reform/Redesign Officer can either approve a school's redesign using one of the four intervention models or issue an order imposing one of the four intervention models. Charter

schools that are persistently lowest-achieving are also subject to intervention or closure under this statute.

If a school district has a financial emergency as defined by state statute (MCL 141.1238, Appendix E.4), the Superintendent of Public Instruction has the authority to nominate appointees for the position of Emergency Financial Manager to the Governor for appointment of up to one year, renewable annually. The state recently used this authority in Detroit Public Schools to appoint an Emergency Financial Manager with authority over all financial matters. If an authorizing body for a charter school does not engage in appropriate continuing oversight of its charter schools, the state may revoke authorizing privileges (MCL 380.502, Appendix E.5).

To accelerate the turnaround process, Michigan has chosen to concentrate efforts on those schools that are truly the lowest-achieving in the state. Michigan has developed rigorous business rules (Appendix E.6) for identifying the persistently lowest-achieving schools. Approval of the business rules is pending. The business rules emphasize student achievement by weighting achievement and progress with a 2 to 1 ratio. Michigan's work with struggling schools for the 2010–2011 school year will focus on the Detroit Public Schools and 35 other LEAs with schools identified as persistently lowest-achieving by the business rules.

Through the Race to the Top and federal School Improvement Grant funding, Accelerate Michigan will be able to implement a much more intensive support model for struggling schools, a model that includes external providers and requires the implementation of one of the four turnaround models – transformation, turnaround, restart, or closure. Some state-level authority has been in place for 19 years, but new legislation boosts the authority of the Superintendent of Public Instruction over the persistently lowest-achieving public schools through a State School Reform/Redesign Officer who may take direct control if the schools do not improve.

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

(E)(2) Turning around the lowest-achieving schools

(E)(2)(i) Identifying the persistently lowest-achieving schools

Accelerate Michigan demands a concentration of efforts on those schools that are truly the lowest-achieving in the state. A set of business rules was created, according to guidance provided for the School Improvement Grant application, to allow a ranking of all schools in the state. State statute (MCL 380.1280c) provides for the identification of persistently lowest achieving schools using the same business rules (also outlined in guidance for the Race to the Top, and State Fiscal Stabilization and School Improvement Grant applications). As described in (E)(1), the definition includes both student achievement and improvement for every school with achievement weighted twice as heavily as improvement. Weighting proficiency 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 accelerate their improvement to a degree that will reasonably lead to adequate achievement levels. The ranking process in the business rules identifies which Title I and Title I eligible secondary schools will be eligible to receive School Improvement Grants and will fall under the supervision of the State School Reform/Redesign Officer; secondary schools are defined as those

containing any students in grades 7-12. The business rules for ranking schools are included in Appendix E.6 Business Rules for School Ranking. Approval is pending from the United States Department of Education. The Michigan Department of Education will publish the rules and list of schools identified as persistently lowest achieving once approval is received. High schools were also included if they have a four-year graduation rate below 60% for the last three consecutive years.

Michigan will utilize the \$115 million School Improvement Grant to focus turnaround efforts on the persistently lowest-achieving schools. At this time, only 22 schools (.5% of schools) are not eligible for Title I funds. While Michigan is confident that the current business rules are identifying the lowest-achieving schools, we will rank order all schools using the approved business rules without regard to Title I eligibility. If any schools that are not eligible for Title I funds receive a percentile rank below Title I schools identified as persistently lowest-achieving using School Improvement Grant guidance, Race to the Top funds will be offered to implement one of the four turnaround models in those non-Title I schools. As calculations of proficiency and student progress are completed each year, any schools new to the list of lowest-achieving schools will be invited to apply for a grant. As a result of recently passed legislation, Public Act 204 of 2009, all schools identified in the lowest 5% of performance will be subject to intervention for turnaround or closure.

(E)(2)(ii) Support for LEAs

Accelerate Michigan identifies many supports in Sections B, C, and D that will be offered to all schools and targeted for introduction in struggling schools. Curriculum alignment with the State Common Core Standards, introduction of RESPONSE and formative assessments, the use of the Framework for Educator Evaluations and other strategies described earlier will all be offered to struggling schools to support turnaround efforts.

The current system of supports provided to schools that are identified for improvement, corrective action, or restructuring comprises four elements: (1) a school building audit to identify and address needs, (2) a process mentor team to provide monitoring and support for implementing the improvement plan, (3) leadership support in the form of a Principal's Fellowship and Leadership Coach, and (4) instructional coaches to assist with the

implementation of evidenced-based practices. The leadership support element has evolved over several years and has been fully operational for the last three years.

The Michigan Principal's Fellowship is designed to foster systematic school improvement by teaching principals (and their staff) to focus on the "instructional core" – the interactions between teachers and students in the presence of rigorous content. Systematically improving the quality of each of these elements is the only way to increase student learning over time (Elmore, 2008). To do this, leaders must learn how to establish coherent strategies across all classrooms and grade levels, and to empower teachers to improve their practices through professional learning communities that help them develop a shared understanding of what effective practice looks like.

All Title I schools in Michigan that fail to make Adequate Yearly Progress for four consecutive years are required to complete the ongoing, interactive training sessions led by the staff and faculty from the Michigan State University College of Education. More than 800 educators from nearly 150 schools have participated in this initiative. Forty percent (16 out of 39 schools) of the schools participating in the second year of the fellowship made Adequate Yearly Progress for two consecutive years and will no longer be required to attend the program.

Through the Race to the Top and federal School Improvement Grant funding, the Accelerate Michigan Plan will be able to implement a much more intensive support model for struggling schools. Turning around struggling schools must become a routine process for the Michigan Department of Education, in partnership with Intermediate School Districts and other external providers. The Michigan Department of Education Office of Education Improvement and Innovation will be accountable for managing and monitoring the School Improvement Grant process that will fund the turnaround efforts. LEAs will apply for up to \$2,000,000 per school over four years to support the turnaround. Schools identified as persistently lowest achieving must use one of the reform models (transformation, turnaround, or restart) to improve student achievement or must close. The Office of Education Improvement and Innovation is collaborating with the state's education data collection agency, the Center for Education Performance and Information, to enhance data collection on the school turnaround efforts, to institute a state research collaborative, and to make regional data warehouses available to all schools to increase the use of student data and instructional improvement systems -- see (C)(3).

Michigan will include some of the strongest elements from the current statewide system of support and will implement the new turnaround models in the lowest-achieving schools in the state with federal Title I School Improvement Grants. The opportunity to provide focused support to secondary schools will be a welcome investment for the improvement of college and career readiness among those students whose educational needs have not been met. In addition, Race to the Top funds will support some of the infrastructure development described below. Michigan will continue to ensure coordination of funding streams, such as Title I and Individuals with Disabilities Education Act, with School Improvement Grant funding to ensure a coherent reform process in LEAs.

Model Overview

- All identified schools in the persistently lowest achieving (bottom 5 percent) will be required to implement one of the four turnaround models (transformation, turnaround, restart, or closure).
- The Michigan Department of Education will issue a Request for Proposal and generate a list of approved external providers (including Intermediate School Districts) to work with schools implementing all models other than closure. These providers will be available to work with all persistently lowest achieving schools.
- Districts with eligible schools will submit a turnaround grant application (using federal School Improvement Grant monies). The application will specify the model, external provider, and plan.
- Districts with identified schools that decline to submit an application may be subject to state takeover and state selection of the intervention. Recently passed state legislation places identified schools under the management of a State School Reform/Redesign Officer. The legislation gives districts with persistently lowest achieving schools 90 days to submit a plan to the State School Reform/Redesign Officer, who then approves, disapproves, or changes the plan. Refusal to submit a plan will be considered as a disapproved plan, and the school may be placed in the State Reform District under direct state control.
- Additional supports from the state include a comprehensive needs assessment, mandatory external provider training that specifies performance expectations and familiarizes

external providers with state legislation and regulation, and the development of a turnaround academy to help prospective school leaders learn to manage the turnaround process.

Needs Assessment

All schools receiving School Improvement Grant funds or identified as persistently lowest achieving will be required to complete a comprehensive needs assessment and planning process at the start of the intervention. Currently, all schools identified for improvement, corrective action, or restructuring are required to do a comprehensive needs assessment using the School Improvement Framework portal. These schools have been offered training on how to use student data more effectively to target improvement efforts. Training on the use of student data will be mandatory for identified lowest performing schools to help build a culture of data-driven decision-making. As the elements of the State Longitudinal Data System, the Regional Data Initiatives, and model formative assessments are developed, the state will develop and deploy assessment literacy training and mandate it for struggling schools. For the lowest-achieving schools, a facilitated improvement planning process will be used with an external facilitator to help the district and the school(s) examine the needs assessment and student data, and develop a three-year plan with measurable improvement goals. The external facilitator will hold the school accountable for meeting the goals on a weekly, quarterly, and annual basis. External facilitators will be drawn from the state's cadre of school improvement facilitators and leadership coaches or provided by the turnaround partners selected by the LEA. Given the urgency of turning around these schools, we anticipate conducting initial needs assessments in the late summer of 2010—as soon as School Improvement Grant and Race to the Top funds are available—so that critical turnaround activities can commence in the fall of 2010.

Michigan Department of Education External Provider Selection Process and Training

Although many LEAs have used external coaches, not many have used external providers to facilitate the turnaround process. One exception is Detroit Public Schools. Under the direction of Emergency Financial Manager Robert Bobb, Detroit Public Schools has engaged the services of five external providers to support school redesign in 17 high schools. The providers engaged in this effort are New York-based Edison Learning; Cincinnati-based EdWorks; New

York-based Institute for Student Achievement; Bellevue, Washington-based Model Secondary Schools Project; and the International Center for Leadership in Education. Detroit Public Schools has used a rigorous selection process that will provide a model for other LEAs in the state.

Many LEAs have turned to their Intermediate School District for assistance and support for school improvement. The Michigan Department of Education has engaged the Intermediate School District to expand the state's collective capacity to intervene in low-performing schools. Intermediate School Districts have engaged with LEAs as part of the process mentor teams and with direct provision of professional development and coaching to support schools in making needed improvements. The Michigan Department of Education engaged in a research project in 2008–09 that noted:

Title I high-priority schools were more than twice as likely to make Adequate Yearly Progress last year (2007–08) compared to non-Title I high-priority schools, also had much larger concentrations of poverty and minority students than did their non-Title I counterparts. Even though increased student diversity and poverty can increase the number of Adequate Yearly Progress targets and increase the number of factors hampering adequate yearly progress for particular subgroups, Title I schools still made Adequate Yearly Progress at a higher rate. In short, those schools that demographically fit the stereotypical vision of a 'failing school'—large numbers of students living in poverty and large numbers of minority students—are actually much more likely to make Adequate Yearly Progress than those [that] do not fit those demographics. While providing counterevidence to these notions, this also shows the impact of the Statewide System of Support on Title I schools. While a more detailed analysis is needed to definitively show the Statewide System of Support is the only reason for the success of Title I schools, it is a major contributing factor.

A more detailed research study is going on now to gather evidence of effectiveness of the current system and the partnership with Intermediate School Districts.

To accelerate the selection of turnaround external providers, Michigan issued a Request for Proposal in May 2010 to invite potential external providers including Intermediate School Districts to describe their demonstrated success turning around low-performing schools. Providers will demonstrate their ability to work with LEAs, schools, and the Michigan Department of Education. Experience managing both academic and financial turnaround will be required for providers to become lead partners in the turnaround process. The designation of a lead role includes direct responsibility for the turnaround process for one or more schools in a LEA. A supporting partner for the turnaround school indicates that the provider may be

responsible for coaching, professional development, mentoring, or other instructional supports in the low-performing school as specified in the school improvement plan. The Michigan Department of Education will make lists of external providers available to LEAs on their website.

All external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulation. External providers will be evaluated at least annually, and those that are not getting results with student achievement goals and other progress measures specified in the school's turnaround plan will be removed from the authorized list.

District Request for Proposal Process

The Michigan Department of Education will issue a Request for Proposal/grant application for local districts as soon as the federal School Improvement Grant application is approved. Districts will be required to:

- Identify the school(s) for which they are applying.
- Identify and defend the model they are selecting.
- Indicate which approved external provider or Intermediate School District they will work with to complete the turnaround.
- Submit an implementation plan.
- Submit a budget that is adequate for the chosen turnaround model.
- Establish benchmarks and success measures in collaboration with the Michigan Department of Education.
- Agree to participate in state turnaround training and network.

In addition, depending on the model chosen, School Improvement Grants will include:

- Incentives to retain effective and highly effective teachers and principals in schools, such as teacher leader opportunities, or turnaround teacher training (see MCL 380.1280c(2) in Appendix E.3).
- Provide an addendum to a collective bargaining agreement for any of the following that are necessary to implement the selected intervention model: contractual or other seniority

system, contractual or other work rules. Unilateral changes in pay scales or benefits are not allowed (see MCL 380.1280c(2) in Appendix E.3).

- Building-level decision-making authority for expenditures and professional development (see MCL 380.1280c(2) in Appendix E.3).
- Annual performance evaluations of staff and principal (as described in Section D) that include student academic-growth measures as one significant factor (MCL 380.1249).
- For secondary schools, the use of Explore, Plan, and ACT assessments to provide a measure for growth until the statewide assessment system is developed for robust academic-growth measures.
- Increased learning time for students, such as summer learning camp, afterschool college prep, year-round school, and flexible scheduling.
- Job-embedded professional development for teachers and principals, such as instructional coaching in the classroom and the other initiatives described in Section B.
- A stipulation that schools be encouraged to personalize student learning and to interject the “relationship” and “relevance” into their schools through methods such as individualized education plans for all students, project-based or research-based learning, service learning, proficiency-based achievement, or intensive career preparation.

Turnaround Training for Districts

One of the major concerns with the four options for school turnaround is that all but closure require the replacement of the school principal. Michigan is committed to increase its collective capacity through the development of a pipeline of qualified principals and support for new principals in turnaround efforts. As such, in addition to the Principals Fellowship, Michigan will issue a Request for Proposal for the development of a Turnaround Academy to provide focused training for managing the turnaround process. A formal professional learning network will be developed for the schools utilizing each of the turnaround options to help school leaders share promising practices, and to provide feedback to the Michigan Department of Education about the turnaround process. The Michigan Department of Education will work with education partners to ensure that training is also available to school superintendents and school boards (see (D)(5), for more details on professional development).

Other Infrastructure Requirements

In response to new state legislation, the Superintendent of Public Instruction has appointed an Interim State School Reform/Redesign Officer who will have supervisory authority over the lowest performing schools. MaryAlice Galloway, who was appointed, has extensive experience in the Michigan Department of Education building the agency's capacity, expanding collaborative efforts, and support reform initiatives. As Interim State School Reform/Redesign Officer, she will establish the State School Reform/Redesign Office, build collaborative teams across offices, engage a team of external advisors, and establish the process and procedures necessary to place the persistently lowest achieving schools under direct state authority if turnaround efforts are not producing results. The State School Reform/Redesign Officer reports directly to the Superintendent of Public Instruction and will coordinate with the Accelerate Michigan Office and other offices within the Michigan Department of Education to ensure smooth implementation and complete monitoring and reporting on turnaround schools. New responsibilities for Michigan Department of Education include:

- Monitoring external provider selection and performance;
- Taking direct responsibility for turnaround school efforts; and
- Working collaboratively with districts, schools, and providers to ensure schools are on sustainable paths for improvement.

In addition, in order to prepare for this program, action planning for the Michigan Department of Education prior to issuing or awarding School Improvement Grants must include the development of leading indicators of school performance, expectations for annual goals for turnaround schools, publication of methodology for identifying the persistently lowest-achieving schools and the list of schools, consequences for not meeting performance goals, consequences for schools that fail to improve, and recognition for schools that achieve turnaround. The additional work and coordination with other offices within the Michigan Department of Education will require six additional staff members. Two of those staff members will be funded through Race to the Top funds, and the remaining four will be funded with Title I School Improvement. Michigan plans to partner with Intermediate School Districts to increase and focus the work of a cadre of school improvement facilitators/monitors who will assist the

Michigan Department of Education with oversight of the turnaround grant recipients (both School Improvement and Race to the Top).

Detroit Public Schools, which will be the recipient of the largest School Improvement Grant, has already begun a partnership with Wayne County Regional Education Service Agency for professional development, coaching, mentoring, and data collection. Detroit Public Schools is receiving support from process mentors and data coaches to form more coherent approaches to instructional improvement based on student-level data. Wayne County Regional Education Service Agency is working to ensure that the reforms being put in place will be sustainable after the Emergency Financial Manager completes his work. Detroit Public Schools has undergone frequent turnover in superintendency and was placed into high risk-status by the state because of numerous problems with federal formula fund programs. The Michigan Department of Education is working closely with the district, the Regional Education Service Agency, and the U.S. Department of Education to provide a coordinated effort at school and district turnaround.

For Tier 3 schools, those not in the lowest 5 percent, the existing statewide system of support will continue to serve the academic improvement needs of the schools and will determine those needs using a more diagnostic comprehensive needs-assessment process. The Statewide System of Support is under revision now to identify the modifications needed to make the system more diagnostic, responsive, and transparent.

Michigan implemented a variety of supports to schools identified for improvement, corrective action, or restructuring. In Michigan, these were called high-priority schools if they had been identified because of lack of academic progress. From 2005-2006 through 2008-2009 the state used federal funds to provide leadership coaches and a diagnostic review process for schools that had reached the corrective action stage of school improvement. A strong partnership was formed with Intermediate Schools Districts and Regional Education Service Agencies to increase the state's capacity to provide assistance, mentoring, and professional development.

Technical assistance provided by the Michigan Department of Education included investing in the development of a School Improvement Framework that included Comprehensive Needs Assessment tools to assist schools in the review of school data to target school improvement efforts to specific needs. In recognition of the need to use data, the Statewide System of Support expanded the use of Data for Student Success, an initiative aimed at giving

schools a common tool for using and analyzing data. While many of the supports to schools have shown promise, it is clear that more dramatic measures are needed. Michigan has not used the four turnaround models defined in the Race to the Top application, but state statute now allows the state to supervise turnaround, using the four models, in persistently lowest-achieving schools. The federal School Improvement Grant funds will support implementation.

In Michigan two districts have undergone dramatic changes in response to low student achievement, loss of students, and loss of funding. The School District of the City of Pontiac has closed eight schools in an effort to concentrate staff and resources to provide a focused effort to increase student achievement and to resize the district to match the current student population. Pontiac has lost many jobs during the economic recession. Detroit Public Schools has closed many schools and has engaged reform partners for 17 of its high schools. Detroit Public Schools is now working to engage reform partners for 13 of the elementary schools. The Michigan Department of Education will work with Detroit Public Schools to support its reform efforts and align the district with the school turnaround process in the School Improvement and Race to the Top grant applications.

Evidence for (E)(2)

Approach Used	Number of Schools Since SY2004–05	Results and Lessons Learned
Replacing staff or principal	73	See note below.
Other major restructuring or governance	112	See note below.
Outside expert	82	See note below.

Note: Over the past four years, 282 out of 596 schools have come off the list of schools identified for improvement, corrective action, or restructuring. Data collection has not been strong enough to show a direct correlation between methods of improvement and a school's ability to make adequate yearly progress or dramatic improvements in student achievement. Results do indicate that schools receiving extra support and assistance seem to improve. One lesson learned is that Michigan's children are not improving fast enough to ensure that all students are college and career ready upon graduation. Michigan's statewide system of support is undergoing a rigorous evaluation to determine which support elements produce the greatest improvements in student achievement. Improved data systems also will help in this effort.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	30	70	70	30	30
<i>Note:</i> As the cohort of lowest 5% moves through the turnaround process, the original schools will still be working through their reforms and may remain on the 5 percent list, so fewer schools will initiate in the later years.					

Section F: General

(F)(1) Making education funding a priority (10 points)

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(F)(1) Making education funding a priority

(F)(1)(i) Percentage of available revenues used to support education for FY2009 compared with the percentage for FY2008

	FY2008	FY2009
Level of state support for elementary, secondary and public higher education	\$13,534,559,765	\$13,000,204,587
Total revenues available to the state	\$30,439,826,239	\$27,573,314,658
Percentage of education spending to total revenues	44.47%	47.15%

Michigan continues to make education funding a priority at a time when the state is experiencing significant cuts. The state spent over 2.5 percent more on education in FY2009 than in FY2008. “Total revenues available to the state” is defined as state general purpose and state restricted revenues, as those terms are used in preparing the statutorily required annual report of state spending to local units of government required under Michigan Compiled Laws, MCL 18.1350e. This definition excludes federal and local revenues.

“Level of state support for elementary, secondary and public higher education” includes state-funded expenditures for the Michigan Department of Education; school aid, public colleges and universities, including capital outlay; and student financial aid.

(F)(1)(ii)(a) Extent to which State’s policies lead to equitable funding between high-need LEAs and other LEAs.

Primary Operations Funding Formula

The state funding policy ensures that high-need LEAs receive equitable funding because there are specific accommodations made for LEAs with low property taxable values. First, all LEAs are paid a per-pupil foundation allowance for general operations. Then, the state’s share of the foundation allowance is paid after subtracting the local revenue per pupil an LEA generates from millages levied against its property taxable values. For two LEAs with the same foundation allowance, the LEA with the lower taxable values per pupil will receive a larger state per-pupil payment. Levels of state and local support are different for each district and changes for from year to year, depending on the local adjusted non-homestead property taxable value. Because public school academies (charters) are not authorized to levy millages, the state pays all of their foundation allowance.

The total amount of revenue an LEA or public school academy receives is derived from multiplying the number of pupils an LEA or public school academy educates by its foundation allowance. In fiscal year 2009, \$9.2 billion was paid out for general operations using this formula.

At-Risk Categorical Funding

At-risk is the second largest category of funds paid out to LEAs -- after special education -- at \$310.5 million. It is paid out to LEAs and public school academies based on the number of

pupils in the LEA or public school academy who meet the federal income eligibility criteria for free breakfast, lunch, or milk. These are considered “high-need” LEAs. In general, the funding is to be used to provide instructional and direct non-instructional services for high-need or at-risk students. An at-risk pupil is defined as a pupil who has at least two risk factors, e.g., tests below grade level in English language and communication skills, mathematics, or science; eligible for federal free or reduced-price lunch; and family history of school failure, incarceration, or substance abuse.

Early Childhood Preschool Services

In fiscal year 2009, the state spent \$88.1 million on school readiness programs operated by LEAs and public school academies. The funds are distributed on a formula basis that targets the funds to high-need districts and children who are determined to be at risk for educational failure. Under the formula, LEAs and public school academies are ranked in descending poverty order (highest percentage of poverty to lowest), based on the number of pupils in Grades 1–5 who meet income eligibility for free and reduced-price lunches. The funding is distributed to districts and public school academies in this order on a per-child basis until the funds are fully disbursed. More than 50 percent of the children participating in a program must live in a family with a household income equal to or less than 300 percent of the federal poverty level.

(F)(1)(ii)(b) Extent to which State’s policies lead to equitable funding within LEAs, between high-poverty schools, and other schools

The state requires that any Title I school receive equitable state funding, the same as any non-Title I school within the LEA. The state does a very detailed comparability analysis within grade ranges; that is, all elementary schools must receive similar state funding, all middle schools must receive similar state funding, and all high schools must receive similar state funding, although the high schools may receive more funding than the elementary and middle schools. The state also requires that the LEA allocate Title I funds to schools within a grade range in proportion to the school poverty rates, with higher poverty schools getting more Title I funds.

In addition, all LEAs within the state are covered by labor agreements. In general, these labor agreements establish professional compensation plans that require equitable compensation

at grade spans (elementary, middle, and high schools) regardless of which school is assigned. For example, all elementary school teachers are paid in accordance with a single compensation schedule. Labor costs make up 80 percent of educational costs; therefore, this guarantees a high degree of equity within districts across schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

(F)(2)(i) Extent to which State law does not prohibit/inhibit increasing the number of high-performing charter schools

With the combined strength of existing charter school law and the addition of innovative charter expansion legislation in December 2009, Michigan expects to increase both the quantity

and quality of its charter school sector. The state projects that the number of charter schools will continue to grow, perhaps quite rapidly during the next five years. (See Appendix F.1 Michigan Charter School Legislation).

Michigan's primary charter school law, Part 6a of the Revised School Code, allows four types of public educational bodies to authorize public school academies. These are state public universities, community colleges, intermediate school districts, and local school districts. Only universities were originally capped at 150 charter schools, even then they could authorize an additional 15 Urban High School Academies, authorized to operate in a county with a population of 1,000,000, and an unlimited number of Strict Discipline Academies, which are designed to serve alternative populations of students. Under existing law, Bay Mills Community College, a tribal college able to authorize statewide, has no cap and authorizes schools across the state. Intermediate and local school districts also have no cap.

There are currently 243 public school academies serving roughly 110,000 students in Michigan, including 3 urban high schools and 7 strict discipline academies.

Authorizer Name	Authorizer Type	Section	# of PSAs	Other relevant information
Central Michigan University	Public university	6a	58	limited to 150
Grand Valley State University	Public university	6a	30	limited to 150
Saginaw Valley State University	Public university	6a	18	limited to 150
Ferris State University	Public university	6a	16	limited to 150
Eastern Michigan University	Public university	6a	8	limited to 150
Oakland University	Public university	6a	8	limited to 150
Lake Superior State University	Public university	6a	7	limited to 150
Northern Michigan University	Public university	6a	5	limited to 150
<i>Subtotal</i>			150	
Bay Mills Community College	Community college	6a	41	
Kellogg Community College	Community college	6a	1	
Washtenaw Community College	Community College	6a	1	
<i>Subtotal</i>			43	
St. Clair ISD	ISD	6a	9	
Wayne RESA	ISD	6a	6	
Saginaw ISD	ISD	6a	3	
Hillsdale ISD	ISD	6a	2	
Midland ISD	ISD	6a	2	

Bay Arenac ISD	ISD	6a	1	
Cheboygan-Otsego-Presque Isle ISD	ISD	6a	1	
Highland Park ISD	ISD	6a	1	
Macomb ISD	ISD	6a	1	
Ottawa ISD	ISD	6a	1	
Washtenaw ISD	ISD	6a	1	
<i>Subtotal</i>			28	
Detroit Public Schools	Local school district	6a	9	
Grand Rapids Public Schools	Local school district	6a	1	
Highland Park City Schools	Local school district	6a	1	
Manistee Area Public Schools	Local school district	6a	1	
<i>Subtotal</i>			12	
Ferris State University	Public University	380.1311d	1	Strict Discipline Academy
Central Michigan University	Public University	380.1311d	1	Strict Discipline Academy
St. Clair ISD	ISD	380.1311d	2	Strict Discipline Academy
Allegan ISD	ISD	380.1311d	1	Strict Discipline Academy
Wayne RESA	ISD	380.1311d	1	Strict Discipline Academy
Kalamazoo RESA	ISD	380.1311d	1	Strict Discipline Academy
<i>Subtotal</i>			7	
Grand Valley State University	Public University	6c	3	Urban High School Academy – up to 15 in a first class school district
TOTAL			243	

In December 2009, the Michigan Legislature passed a package of bills that expanded authorizing opportunities for university-chartered schools based primarily on their quality and successful student academic achievement. To begin, up to 10 new charter schools, known as "Schools of Excellence," will be created in Michigan. These 10 schools must be based upon a model of an existing high-performing charter school or program. Up to two statewide “cyber charters” may also be authorized under this legislation. Additionally, the legislation provides for previously established charter schools to transition to Schools of Excellence status if they meet

the high performing school or academic achievement criteria. When an existing charter school converts to a School of Excellence, it is no longer a section 6a charter and leaves an opening for a new charter school to be authorized. Vacancies under the “cap” can be filled for a school in an area with below-average graduation rates, with priority given to school operators whose schools qualify to become a “school of excellence.” This unique “smart cap” approach provides for growth in the charter sector that is only limited by quality, and encourages this growth in areas of greatest academic need.

The National Charter School Research Project lists Michigan as having the fifth largest percentage of public school students served by charter schools in the nation during 2007-08. In 2009, 11 new charters opened their doors in Michigan despite a legislative cap on the number of university-authorized charter schools. In Detroit, 111 charter schools serve 33% of resident students.

Michigan authorizers are closing failing charter schools - 39 to date – which shows that performance and accountability matter to Michigan's charter sector. These actions have been viewed positively by policymakers and, along with impetus from the national discussion, helped provide context for recently-passed education reform legislation. When charter schools are identified as among the persistently lowest-achieving, they must transform or close. With added vigilance on the part of authorizers, the number of charter schools identified as persistently lowest-achieving is likely to be small. The impact of this activity will improve the quality of the charters operating in Michigan as well as open additional opportunities for new, high performing, public charter schools.

These legislative and policy initiatives, coupled with fresh authorizing activity among new and existing authorizers, will result in unprecedented levels of chartering activity. Even with an increase in charter school closures, many charter school advocates expect the state to experience an increase in the overall number of charters during the next three to five years, perhaps an increase of up to 20%.

(F)(2)(ii) Charter school authorizer regulations

Michigan has delegated primary responsibility for charter school oversight to a set of approved charter school authorizers – accredited public institutions of higher education, local or intermediate school districts, and recognized tribal schools. Authorizers are allowed to utilize up

to 3 percent of the per pupil state funding for schools they charter to support their oversight activities.

Michigan's current legal and regulatory framework addresses and exceeds all of the items described in this section, and student achievement is a significant factor in all authorizing decisions. Because of this, Michigan's authorizers are widely cited as national models for providing appropriate, quality oversight of the schools they charter. Because of the legal and regulatory framework of Michigan charter school oversight, Michigan was recognized as having the seventh best charter school law by the Center for Education Reform in 2009. Recently passed legislation amending Michigan's charter schools law also strengthens it by codifying existing practices on the use of student achievement as a significant factor in making reauthorization decisions, and as it relates to the closure of persistently low-achieving schools.

Approval of Charter Contracts

Under Michigan's primary charter schools law, Part 6a of the Revised School Code, authorizing is a voluntary activity in which consideration of student achievement is a significant factor throughout the process. Authorizers may receive applications from any person or entity, and may issue contracts to applicants on a competitive basis, taking into account educational goals, the student population served, financial resources, and, if applicable, the applicant's track record [MCL 380.503(1)]. This competitive process helps ensure that authorizers select applicants that demonstrate the ability to implement a quality educational program.

The School Code prescribes essential elements that must be included in applications. MCL 380.502 These elements include: "A copy of the educational goals of the public school academy and the curricula to be offered and methods of pupil assessment to be used by the public school academy" [MCL 380.502(3)(e)(ii)].

Selection criteria is further defined in policies adopted by authorizing bodies, which provide for a greater level of detail regarding the proposed school's educational goals, curriculum, instructional design, assessment, personnel, business plan, facilities, and compliance. The School Code also prescribes elements that must be included in contracts issued by authorizing bodies to organize and operate a public school academy (MCL 380.503). These elements include:

- “The educational goals the public school academy is to achieve and the methods by which it will be held accountable” [MCL 380.503(5)(a)];
- “A description of the method to be used to monitor the public school academy's compliance with applicable law and its performance in meeting its targeted educational objectives” [380.503(5)(b)].

Student Populations Served and Academic Results

Public school academies are required to adhere to open admissions policies, and are prohibited from “discriminat[ing] in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school district” [MCL 380.504(1)]. If more students apply than space is available, a public school academy is required to select students through a lottery. As a result, the student population at public school academies closely mirrors that of the traditional school districts in which Michigan charter schools are clustered. According to the 2009 Annual Public School Academy Report to the Legislature, 64% of public school academy students are eligible for free or reduced-price lunch, and 10% of public school academy students receive special education services.

Monitoring Performance and Holding Schools Accountable

Authorizers are required to oversee public school academies they charter. The School Code requires that: “The oversight shall be sufficient to ensure that the authorizing body can certify that the public school academy is in compliance with statute, rules, and the terms of the contract” [MCL 380.502(4)]. Because the public school academy’s educational goals are included in its contract, authorizing bodies monitor progress based on these goals and public school academies are held responsible for their results. To monitor whether authorizing bodies are providing the legally required oversight, Michigan Department of Education has established an “assurances and verification” program to see how authorizer systems and practices meet the statutory requirements for the schools they charter.

In the past four years, the Michigan Department of Education visited 16 of the 26 active authorizers and, according to the Report to the Legislature, found that “[a]cross the board, the authorizers Michigan Department of Education visited were actively monitoring their [charter

schools’] compliance with law, and were, in addition, offering them support, data, and technical assistance toward not only compliance, but also academic success and fiscal stability.”

In its 2009 Report the Michigan Department of Education reported that its “findings show authorizers are active in their compliance monitoring efforts and that they have, in many instances, developed a broad menu of tools and resources for supporting the academic and financial performance of the [charter schools] they oversee.”

Should an authorizer fail to meet statutorily required continuing oversight requirements, the Superintendent of Public Instruction may suspend the authorizer’s chartering ability [MCL 380.502(5)]. To meet and exceed the statutorily required oversight requirement, Michigan authorizers have adopted principles and standards on how the schools they charter will be overseen and held accountable. Through the Michigan Council of Charter School Authorizers, authorizers have been working together to develop a common framework for these standards, share best practices, and collaborate to mutually support each other. These principles and standards are recognized nationally, and have been a basis for the National Association of Charter School Authorizers authorizing standards, to which most Michigan authorizers also adhere.

The table below shows the numbers of charter school applications received, approved, and denied by charter school authorizers in Michigan between 2005 and 2009. The primary reasons for denial were the limit on university charters and weaknesses in the applications. Charter school authorizers have experienced an increase in applications in the 2009-10 school year.

Charter Schools—Authorizer Actions

	Number of Applications	Number Approved	Number Denied
2008–09	57	5	52
2007–08	42	1	41
2006–07	2	2	0
2005–06	57	12	45

Over the past 15 years, 39 public school academies have been closed for not meeting performance requirements. The most common reasons for closure, based on data collected over the last 11 years, are related to financial management, governance, and academic performance.

Charter School Closure/Nonrenewal 1998–2009		
Authorizer Type	Reason for Closure	Number
University	Financial and academic	1
	Financial and management	5
	Financial, management, and academic	1
	Academic	4
	Academic and facility	1
	Enrollment	2
	Management	2
	Financial and enrollment	1
Public school district	Management	2
	Unknown	2
	Academic and management	1
Intermediate School District	Unknown	1
	Financial	1
	Academic	2
Total Closure/Nonrenewal		26

Recently passed legislation, Public Act 205 of 2009, Sections 507(2) and 561(5), requires the authorizing body to revoke the charter of a school at the end of the school year if the Superintendent of Public Instruction notifies the authorizer that the school has been identified among the persistently lowest-achieving schools in the state. This applies to charter schools that have been operational for at least four years and, with limited exceptions, to charter schools that also are in the second year of restructuring. After the Superintendent of Public Instruction has notified the authorizer, the authorizer must revoke the school's charter at the end of that school year. This does not apply to an alternative school serving a special student population.

(F)(2)(iii) Equitable funding for charter schools

The State School Aid Appropriations Act treats public school academies the same as LEAs for the purpose of receiving funding from sections allocating general operations and major categorical funding, such as special education, at-risk, and preschool (See Appendix F.1 Legislation for MCL 388.1603, MCL 388.1631a, MCL 388.1651a, esp. of the State School Aid Act of 1979, generally MCL 388.1601 et al.).

As noted in F(1), LEAs and public school academies are paid a per-pupil foundation allowance for general operations, a mix of state and local per-pupil revenues. Because public

school academies are not authorized to levy local mileages, the state pays all of their foundation allowance. The total amount of revenue an LEA or public school academy receives is derived from multiplying the number of pupils an LEA or public school academy educates by its foundation allowance.

Pursuant to current statutes, new public school academies are funded at the level of the combined state and local funding of the district in which they are located. Prior to fiscal year 2008, the per-pupil funding cap for public school academies was \$1,000 less than for traditional schools districts. In fiscal year 2008, this cap was removed and thus allowed public school academies to receive the same foundation allowance increases, up to the level of combined state and local funding as the districts in which they are located (See Appendix F.1 Legislation for MCL 388.1620). Public school academies are authorized for federal funding based upon federal requirements.

F(2)(iv) Charter school facilities—funding and requirements

Michigan does not provide direct funding for facilities to public school academies (charter schools) or to traditional public schools, nor does Michigan impose differential facility-related requirements. The Michigan Public Educational Facilities Authority offers a long-term facilities financing option for public school academies. Under this program, the state serves as a facilitator of charter school debt by issuing bonds on their behalf. Bond payments are then intercepted from the public school academy's state school aid payments, which offsets some of the risk for investors.

F(2)(v) LEA operation of innovative, autonomous public schools other than charter schools

Using a combination of Title II D funding and waiver authority granted to the Superintendent of Public Instruction, Michigan has provided opportunities for the development of innovative schools. The Superintendent of Public Instruction issued waivers to local school districts to allow a percentage of high school students to take all of their coursework online. Among the schools taking advantage of this "seat-time waiver" are two outstanding examples described briefly below. Newly passed legislation(Public Act 204 of 2009) also allows the Superintendent of Public Instruction to approve two new cyber charter schools.

Westwood Community Schools

This district implemented a research-based model, Not School, developed in Great Britain. The program at Westwood is a year-round school. They started with a student population of 480 in 2008-09 and have now asked for permission to grow to 1,000. Their students are all previously un-enrolled (dropouts) from the Wayne County area.

Not School is a constructivist, online virtual-learning community intended to support young people who are excluded from the formal education system or who have dropped out. It is designed as an alternative for young people when school and home tutoring have not worked. The online program is implemented in a project-based, online learning environment available 24 hours a day, seven days a week, year round. Assessment is also innovative. Student projects are assessed from a formative and summative standpoint by a team of educators. Credit toward graduation is earned by demonstrated proficiency in the High School Content Expectations. The school district provides the hardware (Apple computers) and internet connections are installed in the student's home. Internet is paid by the district to eliminate any chance of a disconnection, preventing a student from "attending" school.

New Tech High Schools

New Technology High Schools are small schools, with no more than 400 students in Grades 9–12; they have a nonselective admissions policy and provide a full-day program, so students take their entire core curriculum through the New Technology school. The New Tech High School model includes an instructional program focused on project-based learning that empowers students to accept responsibility for and take ownership of their own learning. The model engages students through the use of one-on-one computing and incorporates the learning of and assessment of 21st century skills, focusing on the STEM fields or on digital media arts. The model places a high value on integrating critical 21st century skills with traditional course content. Project-based learning is the primary instructional strategy. Six New Tech High Schools are in the planning stages this year and will open in the fall of 2010 in the following communities: Holland, Westwood, Pinckney, Ypsilanti, N.I.C.E. Community, and River Rouge.

Project ReImagine

The Superintendent of Public Instruction issued a challenge to local school districts to “re-imagine” the education system in all of its aspects in 2008-09. He invited LEAs to send their ideas for becoming Project ReImagine districts and selected 14 applications from the 70+ he received. These districts, as detailed in Section A, will serve as pilot districts for the incubation of changes in the delivery of education, the structure of the “school year,” the inclusion of world languages and many other ideas that Michigan can learn from and scale up.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State’s other applicable key education laws, statutes, regulations, or relevant legal documents.

(F)(3) Other significant reform conditions

Significant reform conditions indicate the capacity to carry out reform. The plan for Accelerate Michigan has discussed current capacity in some detail as well as delineating the plans for increasing collective capacity. Many initiatives have established a foundation for reform and have demonstrated conditions that lead to student achievement for all. These will be woven into the Accelerate Michigan plans to enhance the responsiveness of our system.

Michigan has had significant reform in 5 areas: Early Childhood, Coordinated School Health, Early/Middle Colleges, Promise Zones, and the Michigan College Access Network. These initiatives span a student’s education career to provide support throughout the preK-20 continuum.

Early Childhood

Early in her administration, Governor Granholm established the Children's Cabinet with members from five state agencies to oversee cross-agency policy related to children and their issues. The overarching focus for this group is to provide direction for early childhood (i.e., ages 0–3 secondary prevention of child abuse and neglect). The work of this group is critical to avoid duplication of resources and efforts across these departments. The members also work diligently to blend funding across agencies to provide maximum program impact. All 83 counties in Michigan have established a corresponding collaborative group.

Michigan has invested in the creation of an innovative early childhood reform initiative known as Great Start. The purpose of Great Start is to assure a coordinated system of community resources and supports to assist all Michigan families in providing a great start for their children from birth through age five. The Great Start system envisions a single, interconnected and intertwined network of public and private services and supports working together in a community to accomplish better results for young children and families.

Great Start Collaboratives serve as the local infrastructure for governance, planning, investment, advocacy, and innovation for the Great Start system. Great Start Collaboratives focus on assessing the needs of young children and families in their communities; identifying community assets for addressing those needs; planning for systemic change and implementation of efforts to address any gaps; and strengthening effective innovations while ameliorating conditions that impede young children from arriving at kindergarten ready to learn. Great Start Collaboratives' work is informed by the community leaders and partners such as parents of young children, members of the faith and business communities, local philanthropic organizations, educators, and leaders of the local public agencies providing early childhood services in the community.

Great Start Parent Coalitions are another integral piece to the local infrastructure afforded by the Great Start system. The membership of the Great Start Parent Coalitions is open to anyone serving in the parenting role for a child under the age of 12 years who is interested in helping to assure that all children enter kindergarten safe, healthy, and ready to succeed in school and in life. The purpose of the Great Start Parent Coalition is to serve as a referent and constituency group for parents on the Great Start Collaborative. With an array of early childhood supports and services, including the Great Start School Readiness Program, and 55

Great Start Collaboratives and Parent Coalitions representing all 83 counties, Michigan is well on our way to implementing systemic changes and improvements that will lay the foundation for long-term educational success for all children.

Michigan's Great Start Readiness Program, a state-funded early education program for children considered educationally disadvantaged, served nearly 25,000 four-year-old children in 2008-2009. The Great Start Readiness Program has been extensively evaluated by the High Scope Educational Research Foundation. Results come from data collected from a cohort of 596 children (338 Great Start Readiness Program graduates; 258 non-Great Start Readiness Program) from six districts followed from kindergarten through 8th grade and from a sample of 865 children (384 Great Start Readiness Program; 481 non-Great Start Readiness Program) assessed in preschool or kindergarten. The data provide evidence of both the short- and long-term impacts of Great Start Readiness Program attendance on student outcomes:

- Great Start Readiness Program graduates had a significantly lower rate of grade retention than the non-Great Start Readiness Program students.
- A higher percentage of fourth grade Great Start Readiness Program students passed the Michigan Educational Assessment Program than non-Great Start Readiness Program students (55.1% versus 47.4% for mathematics and 44% versus 35.35% for reading).
- Great Start Readiness Program boys were less likely to be retained in grade and took more 7th grade mathematics courses than non-Great Start Readiness Program boys.
- Great Start Readiness Program children of color were less likely to be retained than their peers who did not attend Great Start Readiness Program and took more mathematics courses in 8th grade.

In 2009, the Michigan State Board of Education adopted revised program eligibility criteria and enrollment guidelines, resulting in greater prioritization of the most vulnerable children for participation in the Great Start Readiness Program.

Coordinated School Health Programs

A coordinated school health program consists of eight separate but interconnected components. Many of these components exist in every school, but often they are not formally linked in a coordinated way. Schools by themselves cannot—and should not be expected to—

solve the nation's most serious health and social problems. Families, health care workers, the media, faith-based organizations, community organizations that serve youth, and young people themselves also must be systematically involved. The Comprehensive School Health Program is the comprehensive framework the Michigan Department of Education works within to support school districts to address the health needs of students and staff, and to foster an effective school climate. The department leverages numerous federal, state, and private resources (both financial and human) to support school districts in implementing the Comprehensive School Health Programs.

In addition, Superintendent of Public Instruction Flanagan's School Breakfast Challenge, initiated in May 2008, challenged all Michigan districts to increase their school breakfast participation by 50 percent by May 2010. Research shows that students who eat breakfast score better on standardized tests and behave better in class. Preliminary data reveal that this initiative has increased the number of breakfasts served by approximately 12 percent (4.9 million) statewide compared with the previous school year. In order to encourage expanded breakfast participation by districts, the Michigan Department of Education outlined ways to serve breakfast during instructional time. Data from the initiative are presented in the following table:

Total breakfasts served July 2008–June 2009	45,237,467
Total breakfasts served July 2007–June 2008	40,239,159
Difference from 2007–08 school year to 2008–09 school year	4,998,308
Percent increase in breakfasts served	12.4%

Other initiatives that demonstrate significant reform conditions for education in Michigan are discussed below.

Early/Middle Colleges

Early/Middle College High Schools are generally five-year high schools located on a state public university or community college campus where students may attend as early as ninth grade. These schools provide students with both a high school diploma and an associates degree

or up to 60 college credits which are transferable to most state colleges and universities. Although Early/Middle College High School programs may have a general education/liberal arts focus or a career focus, the state legislature allocated grant funds for the start-up of Early/Middle Colleges with a focus on preparing students for health and STEM careers. Michigan has created 10 of these new Early/Middle Colleges through community collaborations between an Intermediate School District and a state public university or community college.

Because of the limited staffing in the Michigan Department of Education, the department's Office of Career and Technical Education has formed a partnership with Mott Community College under a grant from the Mott Foundation to provide statewide technical assistance for the formation of Early/Middle Colleges in Michigan. The offer of technical assistance has spurred interest across the state and discussions are underway in many communities, even in the absence of start-up grant funds, as educators and parents realize the benefit to students offered by gaining college credits and on-campus experience prior to graduation.

Promise Zones

Pursuant to legislation passed in 2008 (PA 550 of 2008), 10 Promise Zones have been established to expand opportunities for students to attend college through universal "place-based" scholarship programs modeled after the Kalamazoo Promise. The Kalamazoo Promise provides all graduates of Kalamazoo Public Schools who attended district schools since at least 9th grade with 65% or more of the tuition for attending a Michigan university or community college. If a student attended district schools since kindergarten, 100% of the tuition is paid. The Kalamazoo Promise is totally funded by private donors. The Promise has spurred economic growth in Kalamazoo, increasing school district enrollment and district test scores. The Kalamazoo Promise has been a catalyst for a community transformation that has lead to Kalamazoo Central High School winning a White House competition to honor national models for education reform. The prize: President Barack Obama is the commencement speaker.

Promise Zones are designed to follow the Kalamazoo Promise model to provide college scholarships to students who graduate from district or area high schools. Promise Zones are located in communities that meet or exceed the State's average poverty level for families with children under age 18. The zones allow local communities to capture half the growth in State

property tax revenues and use them to supplement the local funds dedicated to making a “Promise” tuition guarantee. Promise Zone designations have been awarded to Baldwin Community Schools, Battle Creek Public Schools, Benton Harbor Area Schools, the City of Detroit, the School District of the City of Hazel Park, Jackson Public Schools, the Lansing School District, the Muskegon Area Intermediate School District, the School District of the City of Pontiac, and the Saginaw School District. Baldwin Community Schools, the first zone to become operational, made its first promise to the high school class of 2010. Graduates will be eligible to receive up to \$5,000 for up to four years of college.

To accelerate implementation of the Promise Zones, the Michigan Department of Education will offer two rounds of competitive grants with \$500,000 of the Race to the Top funds offered in each round. The funding will be offered as a one-time grant, or seed money, to bring the “Promise” into full operational status. Promise Zones proposals will identify their needs, e.g., community involvement, communication, staff time, and submit a work plan and budget detail that describes how the Zone will reach full implementation within one year. The funding will be offered in the first year of the grant and reviewed for success before it is offered again in the third year.

Michigan College Access Network

In 2009, Governor Granholm launched the Michigan College Access Network to promote postsecondary education by supporting local college access programs, which helps citizens learn about higher education options, get into college, and earn their degrees. As part of the Michigan College Access Network, Michigan is in the process of building and launching a one-stop website for students to plan, apply, and pay for college. It also will serve as a comprehensive tool for families, counselors, educators, and others who are helping Michigan students access information. Through the website, students will be able to find the right college, using side-by-side comparisons of Michigan universities and colleges; search for grant and scholarship opportunities; use career-planning tools; measure their progress toward meeting college entrance requirements; submit all college-related documents, including admissions applications, financial aid applications, and transcripts; use free ACT test preparation resources; and more.

Section V: Competition Priorities

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the American Recovery and Reinvestment Act as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

(i) Offering rigorous course of study in STEM

Michigan has been a leader in raising expectations for student performance in STEM. In 2006, the state enacted the Michigan Merit Curriculum, which requires all high school students to take three years of science, including either chemistry or physics, and four years of mathematics, including geometry and Algebra 1 and 2. With the adoption of the Common Core Standards, the state will continue this work.

Since 1988, Michigan has invested in a Mathematics and Science Centers Network (MSCN) to support the improvement of STEM education for students and teachers. The 33 regional Math and Science Centers in the network stimulate and sustain K–12 student interest in STEM through leadership, curriculum support, professional development, and student services. The centers also serve as a resource clearinghouse for educational materials and information, and work to foster community involvement in STEM. As Michigan adopts and implements the Common Core Standards, the Mathematics and Science Centers Network will be used to roll out mathematics standards through the development of companion documents, the redesign of a formative assessment item bank, and the development of professional development sessions for math educators to increase buy-in and understanding of the new standards. The Mathematics and Science Centers Network served a similar purpose as the State moved to the Michigan Merit Curriculum; it can apply a comparable strategy after incorporating lessons learned to the implementation of the Common Core.

The state's Career and Technical Education (CTE) program includes STEM as one of 16 career clusters approved by the State Board of Education. The STEM cluster includes programming focused on the state's economic development in biotechnology, advanced manufacturing, alternative energy, and homeland security.

(ii) Cooperating with STEM-capable partners to help with integration of STEM content

Alternate routes to certification will enable the use of Michigan's STEM-rich labor force to bring content expertise to math and science classrooms. Oakland University and Wayne State University already have begun implementing programs to prepare engineers for the classroom. Through the support of the W.K. Kellogg Foundation, the Woodrow Wilson Michigan Teaching Fellowship program will increase the quantity and strengthen the quality of Michigan teachers in STEM. The Woodrow Wilson Michigan Teaching Fellowship offers recent graduates and career changers in STEM a stipend of \$30,000 to complete a specially designed, cutting-edge master's degree program at one of six Michigan universities, in exchange for a commitment to teach for three years in a high-need secondary urban or rural school. Not only will these efforts attract new talent to the teaching force, they will enable Michigan to address teacher shortage areas in mathematics and science with teachers who have substantive content knowledge.

The state has capitalized on existing infrastructure to bring professional development programming to the existing teaching force through the Mathematics and Science Centers Network and Michigan Virtual University. Currently, the Mathematics and Science Centers Network provides professional development in science and mathematics for high school teachers across the state. In addition, the State has partnered with Michigan Virtual University in providing professional development on Algebra for All to prepare teachers for changes in the Michigan Merit Curriculum. Given the state's geographic diversity, the provision of online training increases the equal distribution of prepared teachers across schools in Michigan. Finally, the State uses the Survey of Enacted Curriculum to identify gaps in teaching practices and to target professional development to those areas.

Externally funded programs have added to the state's efforts to increase professional development in STEM and learning opportunities for students while leveraging opportunities for collaboration with universities and businesses. For example, Project Lead the Way connects universities and middle and high school teachers to engage students in a hands-on STEM curriculum that encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. In the 2009–1010 school year, Project Lead the Way is active in 70 schools in Michigan. Automation Alley operates a STEM portal for educators in Southeastern Michigan to support them with links to STEM resources that can be used in the classroom. The Engineering Society of Detroit has partnered with corporate funders to open the Lean Green Charter School currently serving students in Grades K–8, with plans to expand to high school. The Individuals with Disabilities Education Act Institute works with over 4,000 STEM teachers in Michigan to improve teacher education in STEM and break down barriers between STEM disciplines and teacher preparation.

(iii) Preparing more students—including underrepresented groups of females—for advanced study and careers in STEM

Programming through the Mathematics and Science Centers Network and Career and Technical Education provides hands-on activities and competitions designed to attract underrepresented groups into STEM career paths. First Robotics, the Real World Design Challenge, You Be the Chemist, the Girls Math Science Conference, a mentoring program with the Girl Scouts, and weekly sessions with rural students are examples of student services

provided through the Mathematics and Science Centers Network and Career and Technical Education to increase STEM participation.

In addition, the state participates in efforts with external funders to provide STEM-rich activities to students. For example, currently, 4,800 students in 80 sites across Michigan participate in the Ford Partnership for Advanced Studies (Ford PAS). Ford Partnership for Advances Studies is an academically rigorous, interdisciplinary curriculum and program that provides students with content knowledge and skills necessary for future success—in such areas as business, economics, engineering, and technology—and helps students make decisions about future STEM education and careers.

While Michigan builds on current efforts to prepare students and teachers in STEM, the expansion of the State Longitudinal Data System (SLDS) will allow for an examination of the results of those efforts. Through the research collaborative, researchers can examine issues and track state progress in STEM participation and learning such as access to STEM coursework across schools, equity in student achievement in STEM across subgroups; and the movement of underrepresented populations into STEM in postsecondary.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (1) improve school readiness (including social, emotional, and cognitive); and (2) improve the transition between preschool and kindergarten.

Michigan has been a leader in early childhood endeavors for many years. In 1999, leaders in state and local government and advocacy groups organized the Ready to Succeed Partnership, a public-private group whose motto was “Be Their Hero from Age Zero.” When the Early Childhood Comprehensive Systems Grant became available, a larger public-private group came together to develop a vision for “A Great Start for every child in Michigan: Safe, healthy, and eager to succeed in school and in life.” Very early in her first term, Governor Granholm announced the Great Start System, focusing early childhood systems work comprehensively on five critical early childhood needs: pediatric and family health, social and emotional health, child

care and early education, parenting leadership, and family support. By focusing attention and efforts on these Great Start components, Michigan's early childhood community has worked on system change to ensure improved outcomes for young children and their families.

In 2005, Governor Granholm launched the Early Childhood Investment Corporation to provide statewide public-private governance and local infrastructure. The Great Start system envisions a single, interconnected and intertwined network of public and private services and supports working together in a community to accomplish better results for young children and families. As with any system, there are both key programmatic components and infrastructure elements that ensure coordination and sustainability.

Today, thanks to leadership and support from the state's administration and legislature, every Michigan community is represented by a Great Start Collaborative and Great Start Parent Coalition; thus a statewide system of local infrastructure for the state's Great Start system is in place. Statewide education program initiatives, including the Great Start Readiness Program (Michigan's targeted prekindergarten program for four-year-old children who are considered to be educationally disadvantaged) and Great Parents, Great Start (Michigan's statewide parent education and involvement initiative) are coordinated with other state and federal programs through state government leaders on the Great Start System Team.

In 2009, the Early Childhood Investment Corporation joined the Michigan Department of Education as a key partner to support early childhood initiatives in the 14 Project ReImagine grantees, who were selected to make bold and dramatic reforms in public education, including a focus on early childhood.

A pioneer in adopting early learning standards for preschool children, Michigan has used its comprehensive learning and development standards for state-funded early childhood programs as the basis for a strong accountability system. Early Childhood Standards of Quality for Prekindergarten through Second Grade, a document adopted by the State Board of Education in 1992, was recently expanded and revised into two documents: Early Childhood Standards of Quality for Infant and Toddler Programs for children from birth to age 3 and Early Childhood Standards of Quality for Prekindergarten for children from age 3 to kindergarten. Each document describes comprehensive expectations for children's learning and development and includes program characteristics that enable children to learn and develop in optimum ways. These characteristics have been incorporated in the statewide Quality Rating and Improvement System

currently being piloted. The Early Learning Expectations for Three- and Four-Year-Old Children have been aligned to the state's Grade-Level Content Expectations for Kindergarten and will be realigned when Michigan adopts the Common Core Standards for Kindergarten. This systemic and intentional vertical alignment of learning expectations serves as the foundation for curriculum development and provides statewide leadership for local transition efforts.

Great Start Collaboratives serve as the local infrastructure for governance, planning, investment, advocacy, and innovation for the Great Start system. Great Start Collaboratives focus on assessing the needs of young children and families in their communities; identifying community assets for addressing those needs; planning for systemic change and implementation of efforts to address any gaps; and strengthening effective innovations while ameliorating conditions that impede young children from arriving at kindergarten ready to learn. Great Start Collaboratives work is informed by the community leaders and partners at the collaborative table such as parents of young children, members of the faith and business communities, local philanthropic organizations, community leaders, educators, and leaders of the local public agencies providing the majority of early childhood services in the community.

Great Start Parent Coalitions are another integral piece to the local infrastructure afforded by the Great Start system. The membership of the Great Start Parent Coalitions is open to anyone serving in the parenting role for a child under the age of 12 years who is interested in helping to assure that all children enter kindergarten safe, healthy, and ready to succeed in school and in life. The purpose of each Great Start Parent Coalition is to serve as a referent and constituency group for parents on the Great Start Collaborative, giving them a means to better understand the desires and needs of parents in the community; assist in building public support and will for early childhood investment through advocacy and education activities at the local and state levels; support and engage in the work of the Great Start Collaborative; strengthen the engagement of parents in the education of their children; and educate policymakers on the importance of investing in the first five years of life.

Michigan's Great Start Readiness Program, a state-funded, mixed-delivery early education program for children considered to be educationally disadvantaged, served nearly 25,000 children in 2008-2009, about 20% of Michigan's four year olds. Great Start Readiness Program has been extensively evaluated by the HighScope Educational Research Foundation. Results come from data collected from a cohort of 596 children (338 Great Start Readiness

Program graduates; 258 non-Great Start Readiness Program) from six districts followed from kindergarten through 8th grade and from a sample of 865 children (384 Great Start Readiness Program; 481 non-Great Start Readiness Program) assessed in preschool or kindergarten. The data provide evidence of both short- and long-term impacts of Great Start Readiness Program attendance on student outcomes:

- Great Start Readiness Program graduates have had a significantly lower rate of grade retention than the non-Great Start Readiness Program students.
- At kindergarten entry, Great Start Readiness Program attendance produced statistically significant positive effects on early mathematics and print awareness scores.
- Second grade teachers rated Great Start Readiness Program graduates higher on being ready to learn, retaining learning, maintaining good attendance, and having an interest in school.
- A higher percentage of fourth grade Great Start Readiness Program students passed the Michigan Educational Assessment Program as compared to non-Great Start Readiness Program students (55.1 percent versus 47.4 percent for mathematics and 44 percent versus 35.35 percent for reading).
- Great Start Readiness Program boys were less likely to be retained in grade and took more 7th grade mathematics courses than non-Great Start Readiness Program boys.
- Great Start Readiness Program children of color were less likely to be retained than their peers who did not attend Great Start Readiness Program and took more mathematics courses in 8th grade.

To focus on the most vulnerable children, Great Start Readiness Program eligibility criteria and program enrollment guidelines were recently revised to ensure those children are the first to be served. In addition, each Great Start Readiness Program district and agency is required to implement strategies to ease children's transition from preschool to kindergarten.

To support local collaborative efforts, the Early Childhood Investment Corporation has established a professional development system for caregivers, standards for quality improvement in child care programs, and a searchable database of licensed/registered early learning settings.

In cooperation with their partners, Great Start Collaboratives are collaborating on recruitment, enrollment, and data collection. In 2009, the Early Childhood Investment Corporation launched the Great Start Child Care Quality Project to refocus state and local efforts to improve the early learning experiences of Michigan's children, with a specific focus on the most vulnerable children. Regional resource centers across the state support those who care for young children and assist in coordinating early learning initiatives. Mental health consultation to preschool and child care programs ensures that children with social and emotional development problems are recognized and receive additional services. Public health services focus on developmental screening at well-child check-ups, pediatric medical home pilots, and connections to appropriate service referrals. All activities are focused on children's readiness for school in all domains of development.

Numerous nonprofit organizations and foundations have come together to support the work of the Early Childhood Investment Corporation. The Governor's Cabinet includes a "foundation liaison" to ensure coordination of private efforts at the state level. The W.K. Kellogg Foundation has funded Michigan's Children to organize and provide a collaborative technical assistance day for communities interested in applying for grant opportunities focused on the PK–3 continuum. Early Childhood Investment Corporation has been able to leverage W.K. Kellogg Foundation funding to support the Michigan Department of Education's Project ReImagine, which selected 14 communities to make bold and dramatic reform that includes a focus on early childhood.

In an effort to strengthen the bridge between Michigan's Great Start and K–12 systems, a critical part of creating a successful educational pathway from birth to college for all Michigan children, the Early Childhood Investment Corporation and the Michigan Department of Education are collaborating to support the efforts of Project ReImagine sites in their efforts to ensure that all young children are ready for school and that schools are ready for all children. Through the financial assistance of the W.K. Kellogg Foundation, supports to all members of the Project ReImagine learning community will include access to technical assistance, professional development, and other tools that strengthen the connection between early childhood and K–12 systems and promote greater school success for Michigan children.

In addition, the Early Childhood Investment Corporation/W.K. Kellogg Foundation funds will support seven to eight ReImagine sites in their Early Years (prenatal through age 8)

initiatives that serve to address gaps and inconsistencies in community efforts supporting comprehensive development and learning of all children in preparation of, as well as after, kindergarten entrance; persistent disparities in school readiness and subsequent student achievement among student populations; and inequity in educational experiences and opportunities, especially in connection to race, social class, language, and gender.

W.K. Kellogg Foundation funds to the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill are allowing FPG to implement its FirstSchool prekindergarten through third grade initiative in four pilot schools chosen from the Project ReImagine sites.

With an array of early childhood supports and services, including the Great Start Readiness Program, Great Parents, Great Start, the Great Start Child Care Quality Project, and 55 Great Start Collaboratives and Parent Coalitions representing all 83 counties, Michigan is well on our way to implementing systemic changes and improvements that will lay the foundation for long-term educational success for all children. Additional public and private support will continue to be necessary to ensure this foundation for all Michigan's young children.