Michigan's Plan for the Every Student Succeeds Act

MICHIGAN Department of Education

TOP 10 IN 10 YEARS
putting Michigan on the map as a premier education state

February 14, 2017
Summary for Public Comment

The Every Student Succeeds Act (ESSA)

- The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces the No Child Left Behind (NCLB) Act
- Reauthorization period FY2017 through FY2020

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ESSA Highlights

- Holds all students to **high academic standards** that prepare them for success in college and careers
- Ensures **accountability** and guaranteeing that when students fall behind, steps are taken to help them and their schools **improve**, with a particular focus on the very **lowest-performing schools**, high schools with **high dropout rates**, and schools where **subgroups** are falling behind

ESSA Highlights

- Continues to ensure that parents and educators have **annual assessment** information about how students are doing, while supporting states and districts in **reducing testing** that is unnecessary, onerous, and redundant
- **Empowers state and local decision-makers** to develop their own strong systems for school improvement

Michigan's Journey

Strategic Vision Development

- Top 10 in 10
- Vision committees (accountability, assessment, funding)

Initial Plan Development

- May-December 2016
- Cycles of development and feedback

Finalize and Public Comment

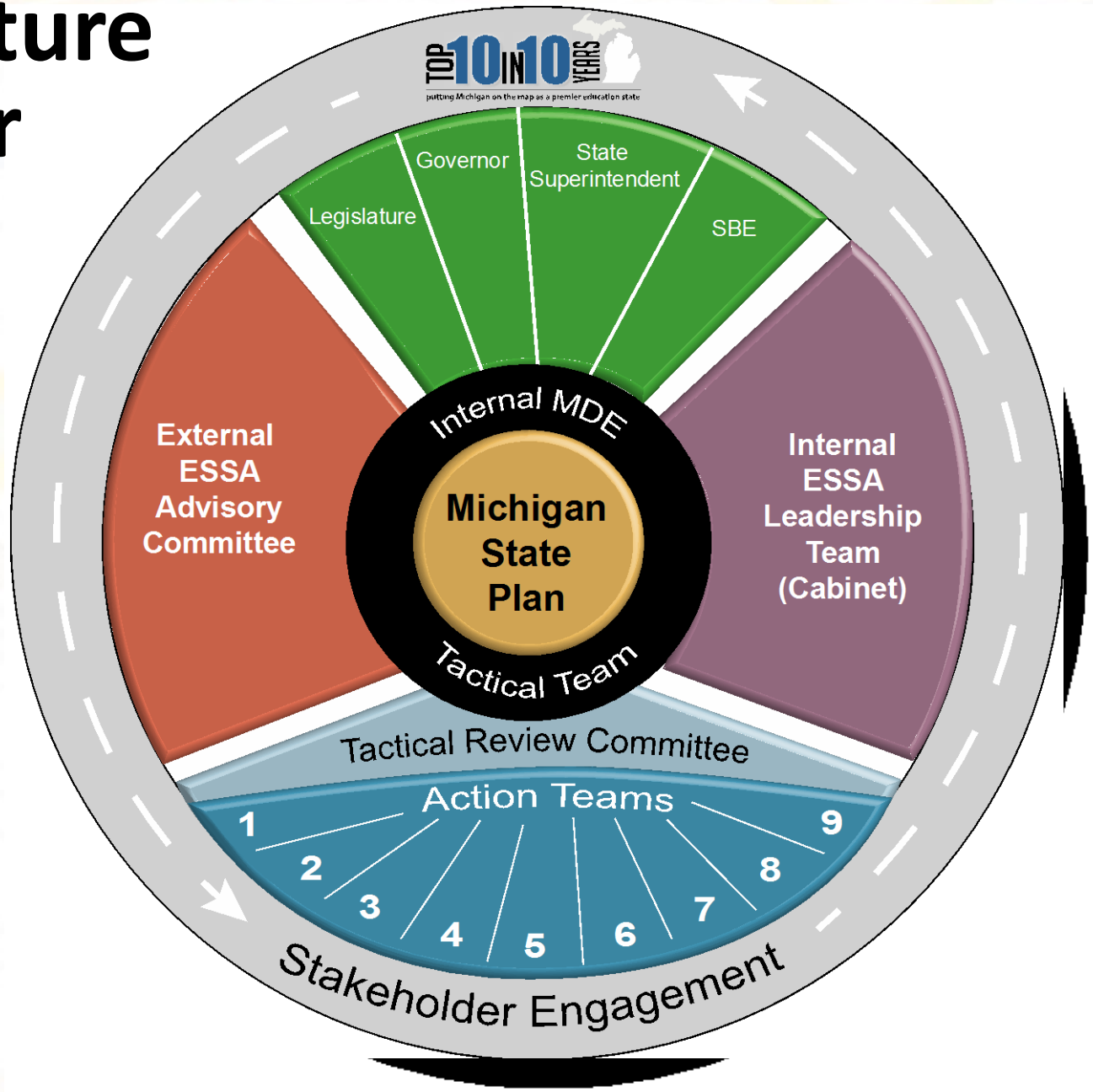
- December 2016 – March 2017
- Interact with federal guidance

Implementation

- Due to USED April 3, 2017
- Implementation planning beginning now

A detailed MI ESSA Timeline is located on the ESSA web page at www.michigan.gov/essa under the **State Plan Development** button.

Structure of our Work



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ACTION TEAMS:

- Accountability System – Technical
- Additional Indicator of School Quality and Transparency Dashboard
- Assessment Implementation
- Communications and Outreach
- Fiscal
- Innovative Assessment Pilot
- Supports
- Teacher and Leader Quality
- Using Data to Support Instruction

ESSA Stakeholder Engagement – by the numbers…

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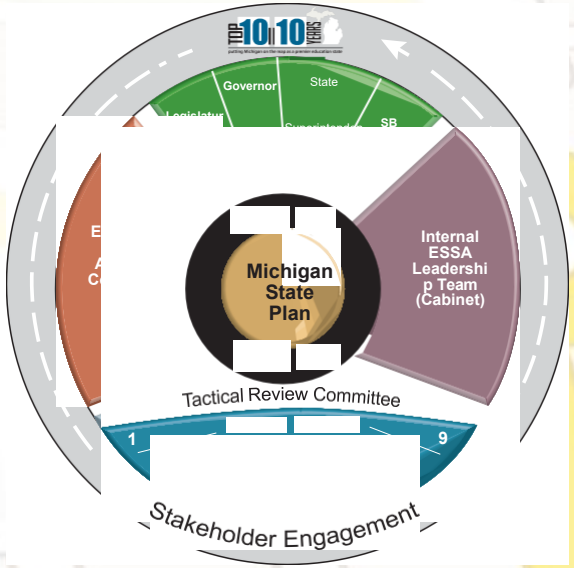
- **ESSA Notes Subscribers:** 3,486
- **Round-One Survey Respondents:** 1,138
- **ESSA Parent Survey Respondents:** 1,726
- **Round-Two Survey Respondents:** 966
- **External Stakeholders Participation on Action Teams/Committees:** 250+
- **Groups or Organizations Represented:** 144+
- **Action Team/Committee Meetings:** 75+
- **Attendance at Six Regional Feedback Forums:** 400+
- **Virtual Focus Group Participants:** 100+

Stakeholder Engagement – Action Teams and Committees

- Action Teams
  - included both internal and external topical experts
  - Considered Michigan's Top 10 in 10 vision and in some cases initial committee charge from the State Superintendent
  - Reviewed statute and existing research to inform recommendations
  - Developed feedback requests (surveys and other)
  - Adapted recommendations based on input
- External Advisory and Tactical Review Committee
  - Leaders and representatives of statewide and regional groups
  - Reviewed work of Action Teams from high level perspective



Stakeholder Engagement – Public Communications

- ESSA Website – www.michigan.gov/essa
  - Plan Development Information
  - ESSA Resources
  - ESSA Notes – e-newsletter for ESSA Updates
  - Get Involved – survey and focus group opportunities, and more
- ESSA Notes
  - Regular updates on federal and state guidance, plan development activities, and opportunities for input

Stakeholder Engagement – Surveys and Public Comment

- **Round One Survey (August 2016)** – respondents reacted to ESSA vision and provided feedback on key aspects of the initial recommendations
- **Parent Survey (October-November 2016)** – parents shared their opinions and priorities for the state's education system
- **Round Two Survey (December 2016-January 2017)** – respondents shared input on the draft plan concepts and provided further input
- **Formal Public Comment (February 14-March 16, 2017)** – submit comments on the draft plan to MDE-ESSA@Michigan.gov

Stakeholder Engagement – Feedback Forums

- 11/29/16 – Wayne RESA (also livestreamed with archived video)
- 12/1/16 – Saginaw ISD
- 12/1/16 – Eastern UP ISD
- 12/2/16 – Clare/Gladwin RESD
- 12/15/16 – Ingham ISD
- 12/16/16 – Kent ISD
- 12/19/16 – Jackson ISD

Stakeholder Engagement – Virtual Focus Groups

- Virtual Focus Groups convened for:
  - Parents
  - Teachers
  - Paraprofessionals
- Moderated online discussion on ESSA Plan – participants shared feedback, thoughts, questions on ESSA plan topics

Top 10 in 10 Years: Michigan's Strategic Plan

Putting Michigan on the Map as a Premier Education State

Top 10 in 10 Years

- Beginning in 2015, State Superintendent Brian Whiston worked with stakeholders across the state to identify what Michigan needs to do to be a top 10 state within 10 years. This resulted in Michigan's Top 10 in 10 plan, which can be found here: http://www.michigan.gov/documents/mde/10_in_10_Action_Plan_543856_7.pdf
- The graphic in the next slide summarizes the key focus areas
- This is not only a plan for the Michigan Department of Education (MDE), but for Michigan as a state in terms of our education system and opportunities for our students. The ESSA plan has been built to enact key components of this larger strategic plan

Focus Areas Components

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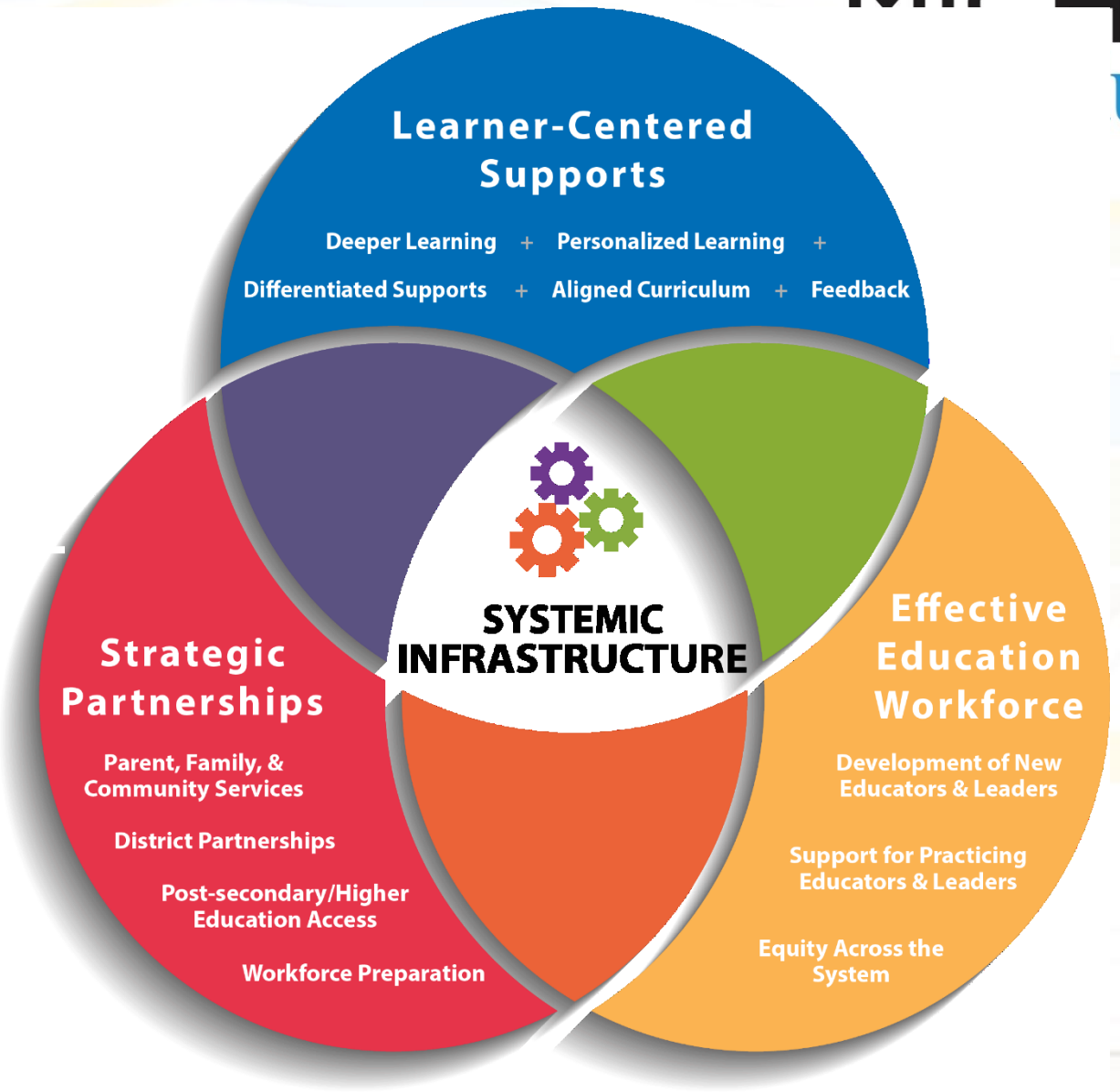

Vision for Making Michigan a Top 10 State in 10 Years

When you talk to parents and/or the business community, and you ask them what they want—they all say:

In support of becoming a Top 10 state in 10 years, we want our students/employees to:

- Be curious
- Be problem solvers
- Be able to work independently and in teams
- Be able to communicate well
- Set and achieve goals
- Be critical thinkers

To do this, we need ***CLASSROOMS*** that create these types of learning opportunities; ***EDUCATORS*** who are prepared to support students in learning those skills; and ***ASSESSMENTS*** that measure whether or not those students are ready for success in those areas

Guiding Principles for ESSA

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At the core of our plan are Michigan's children—their opportunity to learn, to access excellent educators and meaningful supports, and to successfully transition to college, career, and life after their birth-grade 12 experience.

Guiding Principles for ESSA

- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve the goal of focusing on individual student outcomes, but are not the end goals themselves
- This plan is a vehicle to enact the goals articulated in Michigan's Top 10 in 10 plan

ESSA Theory of Action

- With the learner at the center, we can leverage the supports and resources of not only the MDE but also a wider range of organizations to provide high-quality, targeted supports to those most in need, while also providing excellent core supports and assistance to all providers, schools, local education agencies (LEAs), and tribal education entities. This will lead to increased child outcomes, measured not only by test scores but also by factors related to their safety, well-being, access to resources, and experience as a learner and a citizen.

To Address the Whole Child Through ESSA, We Need:

- Strategic vision about WHICH practices are evidence-based and key in Michigan becoming a Top 10 in 10 state across ALL AREAS of the whole child
- A process so that districts can identify their needs
- Guidance and assistance in blending/braiding funding streams
- Trained staff to guide districts through these processes
- Reduced reporting burden through streamlined processes around grants, comprehensive needs assessments, and reporting

It's not a "one size fits all" approach—rather a matching of evidence-based 10 in 10 practices to district identified needs

ESSA's Opportunities

- To create a more cohesive, unified approach to support the "whole child" – moving away from a disjointed "silo" approach
- Move beyond simply *identifying* some needs through the use of assessment and accountability, and focus on a broader range of needs, as well as the necessary supports to bring about change
- Identify necessary changes to our assessment and accountability systems in support of our 10 in 10 goals
- Identify how we leverage educators as supports and implement an aligned approach to the educator pipeline

Importance of Partners

- Focusing on the “whole child” requires that partners outside the MDE are at the table, both at the state level and at the local level
- This includes “non-traditional” partners, such as social workers, counselors, community members, civil rights and school justice organizations, community-based organizations, foundations, employers, parents of children across the continuum of ages, and other partners in the community
- ESSA also includes requirements/opportunities for government-to-government consultation with Michigan’s 12 tribal nations

Government-to-Government Consultation with Michigan's Federally Recognized Tribes

- As we have engaged in government-to-government consultation with representatives of Michigan's federally recognized tribes, we realize the importance of this consultation, both for the ESSA plan and in an ongoing way over time to ensure that we appropriately build and create meaningful tribal consultation, both in process and the product, to create a foundation for supporting our Native students

Government-to-Government Consultation with Michigan's Federally Recognized Tribes

- Therefore, Michigan has:
  - Integrated references to tribal education departments throughout all foundational plan documents, to represent this commitment
  - Committed to quarterly consultation between the state education agency (SEA) and the federally recognized tribes
  - Committed to developing processes to engage in 1:1 consultation between the SEA and each tribal nation individually
  - Adopted as guidance the Confederation of Michigan Tribal Education Directors: *Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act,* with plans to use this as the core document to motivate consultation work between the SEA and the tribes as well as between LEAs and tribes

A Note About the Federal Context

- There is a good deal of uncertainty and speculation over what may happen at the federal level
- In the development of this plan, we have focused on what Michigan needs to drive Michigan forward, not on federal requirements
- The best advice from organizations like the Council of Chief State School Officers is for states to move forward with what is best for their state, which Michigan has been doing since the beginning
- We acknowledge that if more flexibility is provided, or changes are made, we will change the plan accordingly

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and Supports for Schools and Students

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Michigan Supports for a Well-Rounded Education

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Leveraging Federal Programs to Achieve Michigan's Vision

ESSA Title Programs

- Title I, Targeted and Schoolwide
- Title I, Statewide System of Support
- Title I Pt. C, Migratory Children
- Title I Pt. D, Neglected & Delinquent Youth
- Title III, English Learners/ Immigrant Students
- Title IV, Pts. A & B, Student Support/Academic Enrichment, 21st Century
- Title IX Pt. A, Homeless Children & Youth

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

Aligned to Top 10 in 10 Initiative

- **Guiding Principle** – Each student should have access to the same high-quality educational opportunities as any other student in Michigan
- **Goal** – Reduce the impact of high-risk factors including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities
- **Strategy** – Establish and implement with fidelity a high quality, differentiated multi-tiered system of support for all student needs

Key Ideas: Driving Supports to Highest-Need Districts

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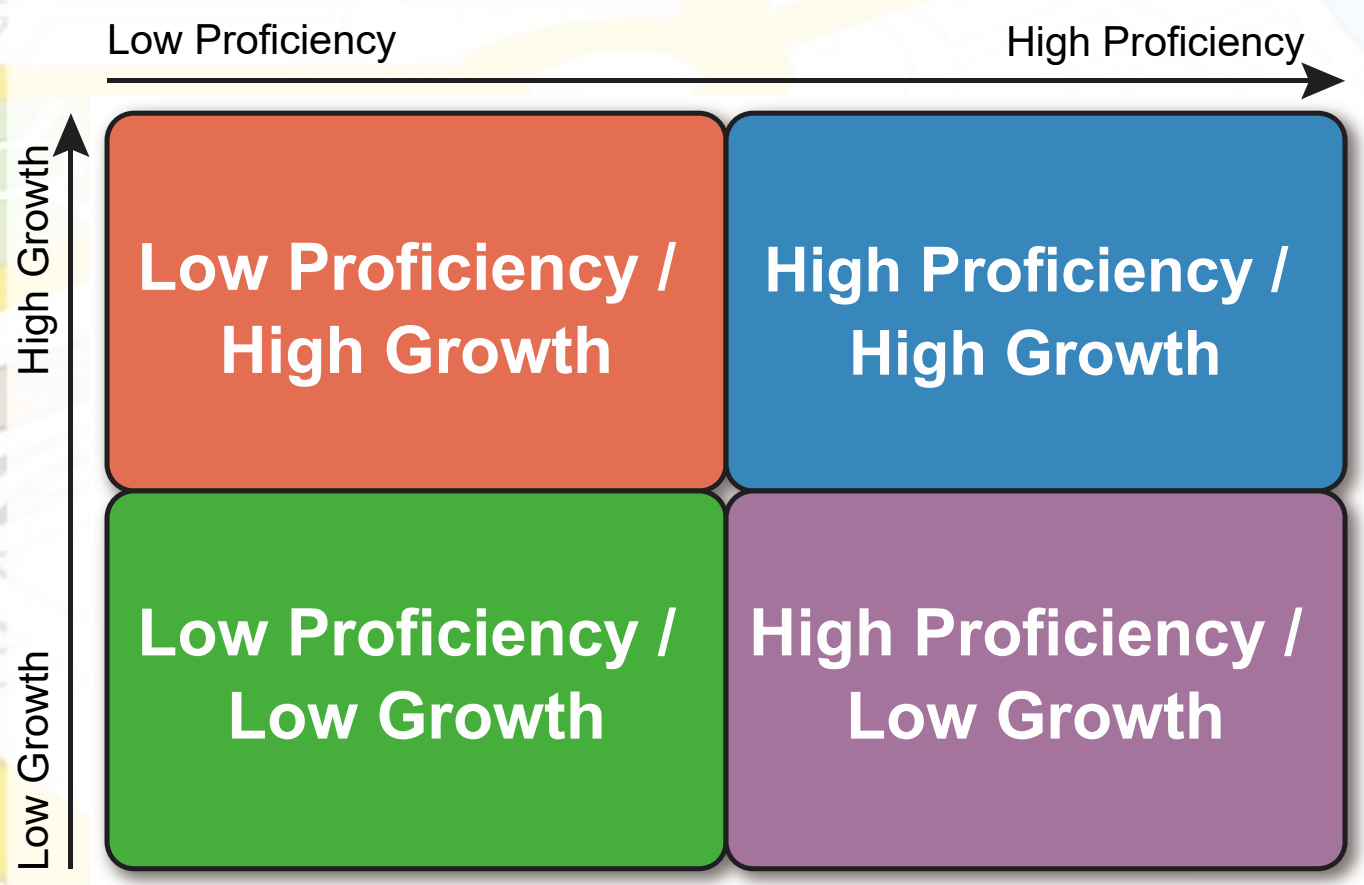
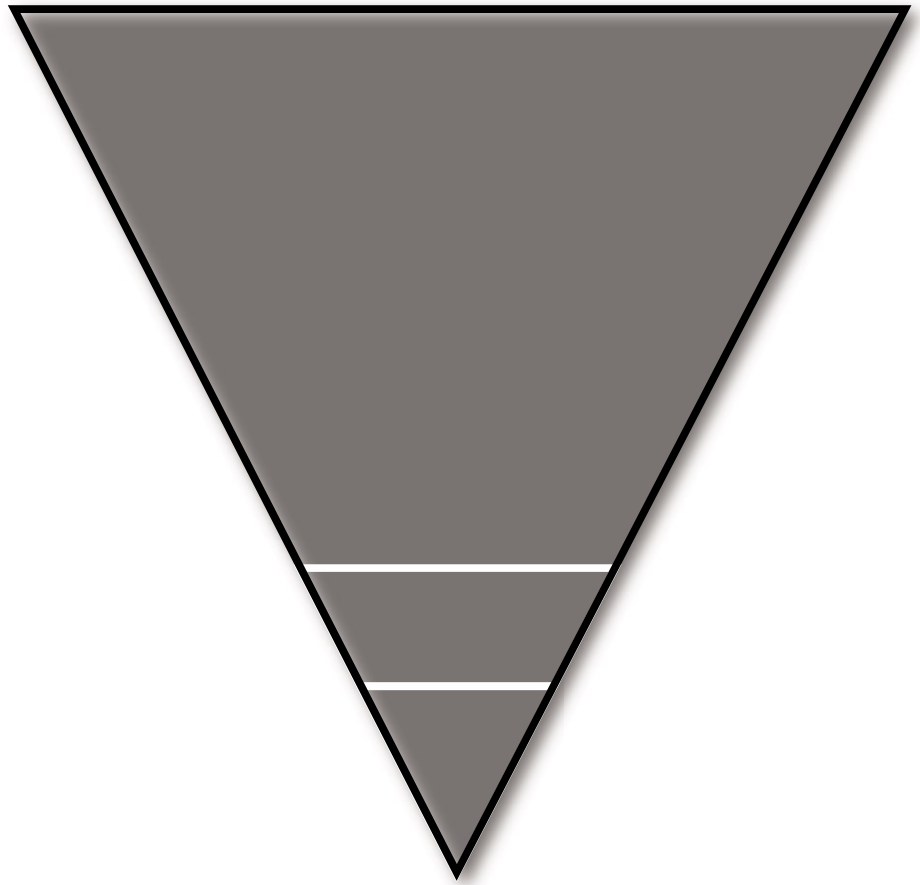




Supporting All Districts

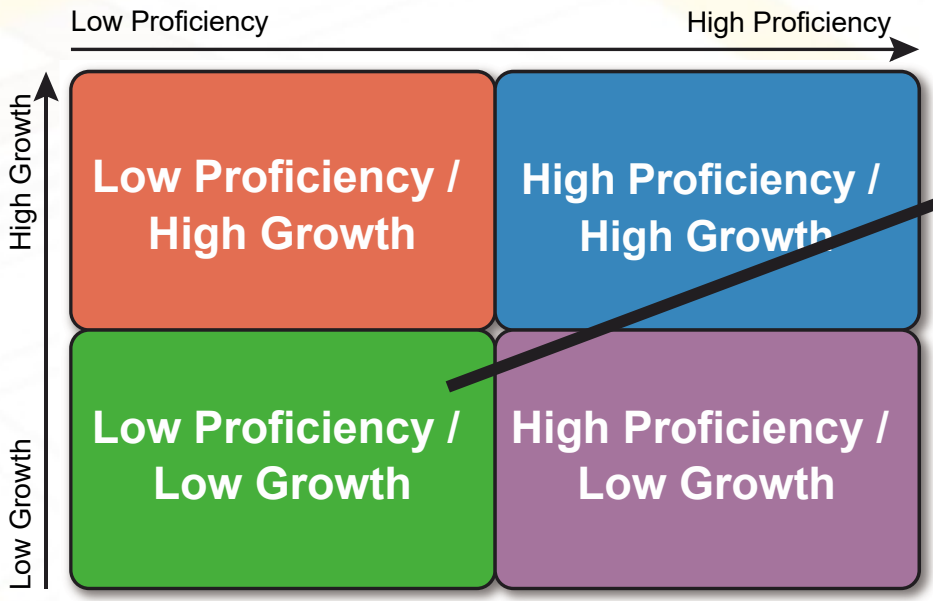
Achievement Gaps

- Still need to maintain a focus on groups of students who are falling behind, who will get lost in the “average”
  - African-American Males
  - Students Living in Poverty

Need appropriate identification but more importantly—need to use these as *lenses* throughout our goals

- Integrate into the core work; do not treat as disconnected “initiatives”

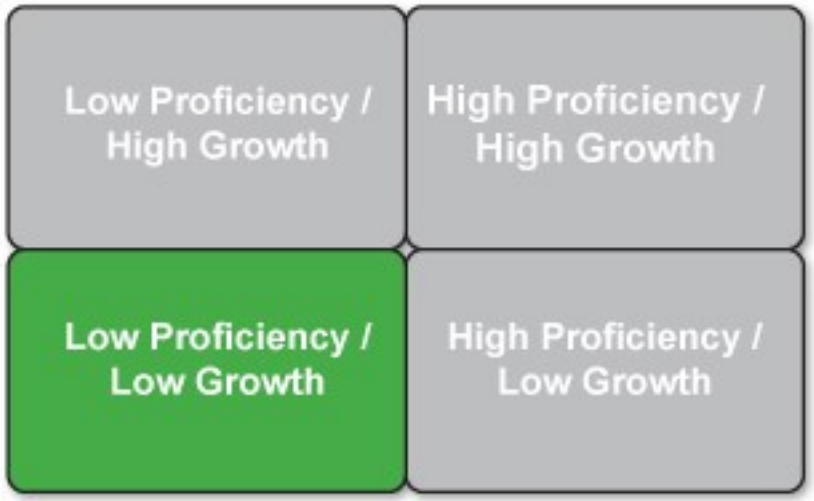
Partnership Districts



Low Proficency/ Low Growth

Partnership Model

- Individual plans for these partnership districts that focus on holistic supports
- The MDE sits with the district, their school board, the ISD, the education organizations, community organizations, other state agencies, and local partners to develop a full package of supports
- Package of supports includes:
  - Academic supports
  - Wraparound services (social/emotional; physical/mental health; food and nutrition)
  - Safety and climate/culture supports
  - Special funding considerations



ESSA…MDE
Current and Desired…

The Every Student Succeeds Act and the Michigan Department of Education look to ensure that **EVERY STUDENT** receives **all supports** needed to be successful while in school and in their future endeavors

In ESSA … "NEEDS Rule!"

ESSA emphasizes the need for local districts and schools to develop plans based upon needs more than any previous authorizations of the Elementary and Secondary Education Act

What are we specifically doing?

- Expanding the comprehensive needs assessment (CNA) process
- Creating/identifying the evidence base to incentivize use of best practices—across the entire birth-grade 20 spectrum, in support of our 10 in 10 initiatives

What are we specifically doing?

- Reshaping our delivery of services so that we give the most intensive support to the districts most in need; targeted support to those with specific challenges; and follow up support for LEA's where outcomes are good
  - Ensure that the MDE has a unified vision for what we mean by "best practice" for providers, schools, and districts
  - Ensure that our consultants are trained to know which evidence-based practices we want districts to be using
  - Understanding that "best practice" can look different at various points of the whole child continuum

Comprehensive Needs Assessment (CNA) Process

- In ESSA, “NEEDS rule”
- When a district identifies something as one of their main needs, Title funds may be used to address the need
  - This includes (for example) early childhood, school climate and safety, social/emotional needs, etc.
  - Wraparound services
  - Academic needs

Comprehensive Needs Assessment (CNA) Process

- To ensure that the CNA is “whole child” focused, we also need to include non-traditional partners within the process (e.g. social workers, counselors, community members, parents of children across the continuum of ages, etc.)
- Therefore, the needs assessment process needs to
  - Span all areas of a child’s need and
  - Be known to the other non-ESSA grant areas so that we do not duplicate needs assessments

Why the CNA matters?

- If the CNA allows a district to appropriately identify their needs ***across the entire programming spectrum***, then they can
  - Make a holistic plan and
  - Leverage their Title funds with more flexibility to address a variety of needs

  Therefore, the MDE is:
  - Revising our comprehensive needs assessment process to make sure a district assesses all needs and
  - Modifying internal processes so we have fewer CNAs and to help ensure that those used complement each other, creating a more streamlined tool/process

  Note: when you do a comprehensive needs assessment process, not all needs will be funded/addressed through ESSA

Imagine the box below represents the full range of identified needs

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General Fund from Per Pupil Allowance

General Fund/Per Pupil
General Fund/Per Pupil
General Fund/Per Pupil

ESSA/Title Funding

General Fund/Per Pupil
ESSA/Title Funding
General Fund/Per Pupil
ESSA/Title Funding
General Fund/Per Pupil
ESSA/Title Funding

And Many Other Funding Sources

General Fund/Per Pupil
ESSA/Title Funding
Food/Nutrition Funds
Early Childhood Funds
Special Education Funds
General Fund/Per Pupil
ESSA/Title Funding
Competitive Grants
Other State/Federal Agency Sources
Other Funding
General Fund/Per Pupil
ESSA/Title Funding
Food/Nutrition Funds

All funds together support needs identified in the CNA process

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General Fund/Per Pupil
ESSA/Title Funding
Food/Nutrition Funds
Early Childhood Funds
Special Education Funds
General Fund/Per Pupil
ESSA/Title Funding
Competitive Grants
Other State/Federal Agency Sources
Other Funding
General Fund/Per Pupil
ESSA/Title Funding
Food/Nutrition Funds

So you have identified a need? What now?

- Districts then need to identify a strategy or an intervention
- That intervention needs to be evidence-based
- ESSA introduces new rules regarding evidence-based, including four levels of evidence
  - Strong evidence, moderate evidence, promising evidence, demonstrates a rationale

So you have identified a need? What now?

- We have a set of strategies and practices in the Top 10 in 10 that we want to incentivize districts to use
- Therefore, we need to
  - Document the underlying evidence base for those strategies
  - Ensure that districts consider those key strategies when developing their plans
  - Train the MDE staff to know which practices are evidence-based/10 in 10 practices

So you have identified a need? What now?

- Continue to remember that “best practice” will look different at different parts of the continuum
  - Example: Approaches to developing cognitive skills in early learners are different than those in later years so funding sources and best practice will reflect that
- Remember: Educators are a support as well
  - Expanding our vision of leveraging educators as a support through federal funding opportunities

Example:

- District A goes through the new comprehensive needs assessment process and identifies two major challenges to their outcomes: 1) lack of coordinated transition from early childhood to kindergarten and 2) behavioral issues (indicated by a high rate of suspensions)
- This district then identifies (with the MDE's help) a set of evidence-based practices to address both of the challenges noted above
  - Evidence-based practices that are in the 10 in 10 are qualified at the highest level of evidence and districts are encouraged by consultants to consider them
- The district then identifies the appropriate funding sources, which can include Title funds (as well as state, local, private funding, or other federal funding)

Title I, Part A – New in ESSA

- **Section 1007 – Exception Rule**
  - Schools with 75% or more of their students living in poverty must be served with Title I funds. The Exception Rule would allow districts to lower the threshold for secondary schools to 50%
- **Section 1009 – Targeted Assisted Student Eligibility**
  - A district identifying early grade students for services in Title I must use objective criteria developed by the LEA, eliminating the use of:
    - Teacher judgement
    - Parent interviews
    - Developmentally appropriate measures
- **Section 1011 – Ombudsman for Equitable Services to Private Schools**
  - States must appoint an Ombudsman to monitor and enforce the rules of Equitable Services to Private Schools

Michigan's Statewide System of Support

- This component is federally driven—both the labeling categories and the funding stream
- Three labels:
  - Comprehensive support
  - Targeted support
  - Additional targeted support schools
- Two aspects:
  - Additional labels for schools AND
  - Funding to support those schools

Michigan's Statewide System of Support

- At this time, Michigan is proposing to delay submitting methodologies for identifying these schools.

  Rationale:

  - It needs to be maximally aligned with A-F to avoid confusion, and the supports need to be aligned to the Partnership District model
  - To do that, we need to run the A-F system and engage in discussions around low performance, subgroup performance, achievement gaps
  - We also have state-led conversations on this topic now and don't want to commit ourselves to something federally until we have resolved as a state
  - We want to make a data-driven decision
  - We have time; these labels are not required until 2018-2019

Districts with a “Significant Number” of Labeled Schools

The MDE is required to:

- Periodically review the systems resource allocation of the district to its labeled schools
- Provide technical assistance to these districts

The MDE wants to partner with these districts to support them in their improvement efforts

7% Title I Reservation

- Required by ESSA
- State *shall* make grants to local educational agencies (LEAs)
- These grants can be granted through formula or competition
- Funds improvement activities for comprehensive or targeted support (section 1111(d))

Special Populations:

English learners, immigrant, homeless, migratory children, neglected and delinquent youth

- Special Populations needs assessment must be included in the district's Comprehensive Needs Assessment (CNA)
- Districts are required to provide equitable access to Title I, Part A funding and supports and increase access to early childhood programs
- Strategic supports improve:
  - academic achievement
  - teacher preparation/effectiveness
  - transition to careers/college
  - parent and community engagement
- The MDE/ISDs will offer professional development, technical assistance and support

English Learners (EL) and Immigrant Students

The MDE will provide:

- **Technical assistance on local Title III plans**, continuous improvement, fidelity of implementation, and evaluation

- **Parent, family, and community engagement support**:
  - Identify and disseminate successful parent, family literacy/ESL services, and outreach efforts
  - Collaborate with Workforce Development Agency, higher education institutions, and community based organizations

English Learners (EL) and Immigrant Students

State Programming:

- Support schools and districts on student identification, services, and reporting in Michigan Student Data System (MSDS)
- Provide “Training of Trainer” model annually on evidence-based “Academic Language and Literacy to ELs Using Sheltered Instruction Observation Protocol (SIOP)” to build capacity among teachers and administrators
- Ensure EL educators receive supports while pursuing pre-service, in-service, and ESL/bilingual endorsements
- Provide technical assistance on program designs and interventions
- Implement with fidelity the revised MDE Common Entrance and Exit Protocol including Alternate Access and WIDA Access for exiting students with disabilities

Migratory Children

- Provide guidance and technical assistance regarding:
  - migrant child identification, recruitment, and reporting efforts
  - implementation of the Migrant State Service Delivery plan and the instructional best practices tied to federal “Seven Areas of Concern”
- Support coordinated services for eligible migrant students within the school district and migrant consortium, and through stakeholder partnerships with other local migrant education programs (MEPs) and other migrant service agencies
- Support the state Migrant Parent Leadership Steering Team Outreach and Advisory Activities

Neglected/Delinquent Youth

Local Schools/Districts will:

- Use an interdisciplinary approach, common assessments, and data analysis
- Strengthen special education services through co-teaching between special education and general education
- Strengthen alignment and partnership with job providers and higher education
- Create a transition plan for youth to ensure successful transition to society
- Engage parents/community where possible.

The MDE will:

- Provide technical assistance in writing quality local plans and budget

Homeless Children and Youth

Local schools/districts will:

- Maintain School of Origin **for eligible students** and transport **eligible** preschoolers to Schools of Origin, (unless not in child's best interest)

The MDE will:

- Train McKinney-Vento Liaisons related to housing services, barriers to enrollment in schools, participation in academic support, and extracurricular activities
- Support school and district staff in coordinating services and supports to eligible students
- Provide technical assistance on the Title I-A Homeless Reservation (**beginning in 2017-18**) for *all* schools/districts that receive Title I funds

Student Support and Academic Enrichment (SSAE)

- Consolidation of smaller grant programs into a new competitive block grant
- The block grant will allow for the alignment and utilization of Title funding to improve student learning and improve access to technology
- Transfers may occur from Title IV, Part A funding into Title I, Part A funding to provide for greater flexibility around identified educational goals from the Comprehensive Needs Assessment (CNA)
- Program Activities:
  - Provide all students with access to a well-rounded education
  - Improve school conditions for student learning
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students

The funds available may not be sufficient to independently fund many of the activities and additional resources may need to be leveraged or combined to reach the goals and implement the programs and activities.

Student Support and Academic Enrichment (SSAE)

- Allocation of funds to implement SSAE programming:
  - At least 20 percent of funds need to support well-rounded educational opportunities
  - At least 20 percent of funds are to support activities for safe and healthy students
  - A maximum of 15% can be used for technology infrastructure

21st Century Community Learning Centers

Local Education Agencies (LEAs) or consortia receiving funds may use them to:

- Provide educators with resources to personalize learning, use high quality educational resources, and effectively use technology
- Identify and eliminate barriers to the coordination and integration of programs, initiatives, and funding streams

The MDE will offer technical assistance to help LEAs:

- Build technological capacity and infrastructure
- Develop innovative strategies for learning
- Use technology to increase student achievement in STEM, including computer science
- Provide a resource for rural students related to digital learning and online courses
- Prioritize funding for schools with greatest need, highest percentage of Title I students, schools identified for support, and schools identified as persistently dangerous

Integration of Early Childhood

- Integrating the quality standards in Great Start to Quality and the State Board of Education (SBE) Early Childhood Standards of Quality for Pre-kindergarten into requirements for Title I funded preschool programs
- Helping districts blend Title funding with other early childhood funding streams, and using it for things like:
  - Pay equity for early childhood teachers
  - Home visiting programs for families
  - Comprehensive screening services (vision, hearing, dental, social emotional)
- Adoption of age-appropriate, evidence-based practices for use in Pre-K-3rd grade classrooms

Integration of Early Childhood

- Ensuring alignment, collaboration, and coordination of P-12 programs
  - Examples: Comprehensive Needs Assessment, whole child developmental and early learning expectations, social-emotional focus
  - Importance of Pre-K-3 transitions
- Increased coordination and supports for the education workforce in terms of: appropriate development practices, whole-child development expectations of young children, authentic parent engagement
- Examine certifications and endorsements, as well as requirements for each, to ensure alignment and whole child development

Closing Thoughts…

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Keeping children as our primary focus, and with thoughtful preparation, data collection, data analysis, goal setting, plan development, program implementation, monitoring and evaluation, we will be successful in helping ensure the success of

"Every Michigan Student!"

TOP 10 IN 10 YEARS
MICHIGAN DEPARTMENT OF EDUCATION
putting Michigan on the map as a premier education state

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A and Educator Quality

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

Educator Quality Theory of Action

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Michigan believes that if its system measures and analyzes the factors that improve and impede the delivery of effective instruction and use that information to target evidence-based supports for educators while sending the message, loud and clear, that Michigan values its educators and the vital role they play in maintaining a healthy society, then Michigan will grow and retain the educator workforce that it needs to produce equitable and high outcomes for Michigan's students.

Educator Quality Guiding Principles

- Educators are the most important resource in our education system, with research supporting teachers as the most important, and principals as the second most important, in-school factor in student outcomes
- The quality of teaching and leadership is a key driver of equitable education outcomes for all of Michigan's students
- In order to achieve equity, special attention and focus must be provided to supporting the educator workforce in Michigan's lowest-performing schools and Michigan's schools that serve significant populations of high-poverty and minority students
- Equity in the quality of teaching and leadership, as well as the overall health of Michigan's educator workforce, depends on coordination of policies to attract, prepare, develop, support, and retain effective educators

Educator Quality Approach

Michigan's approach to state level activities funded by Title II, Part A, is to focus on high-impact supports for educators to improve instruction and leadership, particularly in districts and other educational settings where there are multiple factors impeding the delivery of effective instruction.

Educator Quality Focus Areas

- ***The Foundation for Support:*** Strategic District/Educator Preparation Program Provider Partnerships
- ***Starting Strong:*** Supported Transitions for New Teachers and Leaders
- ***Maintaining Effectiveness:*** Professional Learning and Development
- ***Strengthening the System:*** Career Pathways and Distributed Leadership

The Foundation for Support:
Strategic District/ Educator Preparation Program (EPP) Provider Partnerships

Partnerships are the foundation for context-specific, clinical and residency-based preparation that

- Are co-constructed by districts and EPPs
- May be traditional or alternate route programs
- Are responsive to the specific needs of the district, ensuring that candidates are prepared to meet the needs of the specific population of students in the specific community in which the district is situated

The Foundation for Support:

Strategic District/ Educator Preparation Program (EPP) Provider Partnerships (cont.)

- Help to build the capacity of experienced and mentor educators to independently sustain supports for pre-service and novice teachers and leaders
- Will be prioritized and funded for Partnership Districts and districts with low-performing schools as identified by the A-F accountability system that identify educator pipeline and preparation needs as part of their CNA
- Will be independently evaluated for effectiveness and ongoing program improvement; and
- Will produce resources that can be used by all Michigan districts to establish similar programs in partnership with EPPs

Starting Strong:

Supported Transitions for New Teachers and Leaders

Michigan uses the term “supported transitions” to refer to programs that build upon the pre-service experience and learning of teachers and leaders and continue to provide intensive mentoring, coaching, and access to targeted professional learning through the first one to three years in the classroom or building. Supported transitions include two primary, and sometimes overlapping, programs:

- Residency-based preparation, either via traditional or alternate route preparation programs (see: Strategic District/Educator Preparation Program Provider Partnerships)
- Mentoring and induction

Starting Strong:

Supported Transitions for New Teachers and Leaders

MICHIGAN Department of Education

Mentoring and Induction

- LEAs are encouraged to use Title II, Part A funds to establish and improve high-quality induction and mentoring programs for all new educators
- The MDE will work with professional organizations, EPPs, and other experts to develop activity-based guidance to support LEAs in implementing high-quality induction and mentoring programs

Maintaining Effectiveness:

Professional Learning and Development

The MDE will

- Develop activity-based guidance for the development of local induction and mentoring programs
- Provide on-demand professional learning modules to support implementation of identified state priorities
- Explore the use of micro-credentials for teachers and leaders

Maintaining Effectiveness:

Professional Learning and Development

The MDE will specifically support professional learning for principals and other school leaders in

- Implementing teacher evaluations with an emphasis on providing high-quality feedback that improves the effectiveness of classroom instruction
- Developing, implementing, and sustaining school-based distributed leadership models as described below

Maintaining Effectiveness:
Professional Learning and Development

The MDE will encourage LEAs to use Title II, Part A subgrants to

- Tie professional learning activities to their locally-adopted educator evaluation systems so that teachers and leaders receive individualized professional learning experiences tied to meet needs identified in their evaluations
- Collaborate with the providers of early childhood education programs that feed into the LEA to provide joint professional learning opportunities that help to align early learning and early elementary learning and create systems of support and collaboration for all educators of children birth – 3rd grade
- Include paraprofessionals in professional learning activities alongside teachers of record to build the skills of the paraprofessionals and support consistency in general and supplementary services

Strengthening the System:

Career Pathways and Distributed Leadership

To support the establishment and success of career pathways for teachers and leaders as elements of distributed school leadership models, the MDE will use Title, II, Part A state resources to

- Support teacher leadership networks and models throughout the state
- Support principal mentor networks and models throughout the state
- Develop and provide professional learning for school leaders in establishing and sustaining school-based distributed leadership models
- Provide activity-based guidance for various models and ancillary supports of teacher leadership and distributed leadership, including staffing models and differentiated compensation strategies

Strengthening the System:

Career Pathways and Distributed Leadership

The MDE plans to select and employ, via a competitive process, teacher(s)-on-loan and/or summer teacher fellows to work closely with the MDE staff to develop the goals and priorities of the statewide focus on teacher leadership and career pathways. This work will include

- Development of a network of teacher leadership organizations throughout the state to support local implementation
- Development of guidance for LEAs and principals in identifying and cultivating the skills and dispositions of teacher leaders
- Coordination of teacher leader voices in regional- and state-level policy
- Ongoing development and expansion of state-level support for teacher career pathways

Strengthening the System:

Career Pathways and Distributed Leadership

The MDE will work closely with Michigan's professional organizations to establish Principal Mentor Networks that

- Develop guidance for LEAs in identifying and cultivating the skills and dispositions of effective principal mentors
- Provide professional learning opportunities, including communities of practice, for high-potential principals to become mentors

Equitable Access to Effective Teaching

MICHIGAN Department of Education

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students	3.5%	2.3%	7.1%	-0.5%	11.5%	3.3%
Non-low-income students	1.2%		7.6%		8.2%	
Minority students	4.7%	3.5%	6.7%	-1.0%	12.5%	3.9%
Non-minority students	1.2%		7.7%		8.6%	

Equitable Access to Effective Teaching

Michigan's vision of educator effectiveness is inclusive of a number of key supports for students and educators. By themselves, labels of "effective" or "ineffective;" "experienced" or "inexperienced;" and "in-field" or "out-of-field" are reductive point-in-time measures of the current performance or status of an individual educator. Inequitable access, however, is not a matter of labeling individual educators. The MDE believes that the causes of inequitable access have more to do with the effectiveness of the teaching environment in which educators function and less to do with point-in-time labels marking individual educators. Educator effectiveness is the end-goal of a process of continuous improvement, for both the individual educator via local systems of evaluation and support and for the school and district via the comprehensive needs assessment.

Equitable Access to Effective Teaching

Likely Causes of Inequitable Access

- Pre-service preparation of teachers and leaders that leaves new educators un(der)prepared for the challenges of classrooms and schools
- High turnover and low retention of teachers and leaders
- Ineffective hiring practices
- Challenging working conditions
- Negative narrative regarding public education and the educator professions
- Inequitable access to schools that cultivate an effective environment for teaching and learning

Equitable Access to Effective Teaching

Strategies to Achieve Equitable Access

- Focus of educator quality state activities in Partnership Districts and other districts with low-performing schools
- #proudMIeducator Campaign
- Additional analyses of indicators of effective teaching environments and strategic planning based thereon

Equitable Access to Effective Teaching

Analysis of Indicators of Effective Teaching Environments

- Teacher effectiveness labels
- Teacher (in)experience
- Teachers out-of-field
- Disproportionality in identification for special education services
- School leader effectiveness labels
- Teacher diversity
- Teacher retention/mobility
- School leader retention/mobility
- School leader (in)experience
- Effective implementation of educator evaluations
- Student discipline, suspensions, and expulsions
- School culture and climate
- Teacher leader roles and opportunities
- Compensation
- Teacher absenteeism
- Professional learning programming
- Induction and mentoring
- Cultural competency

MICHIGAN Department of Education

SA and Accountability

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

Accountability System: Big Ideas

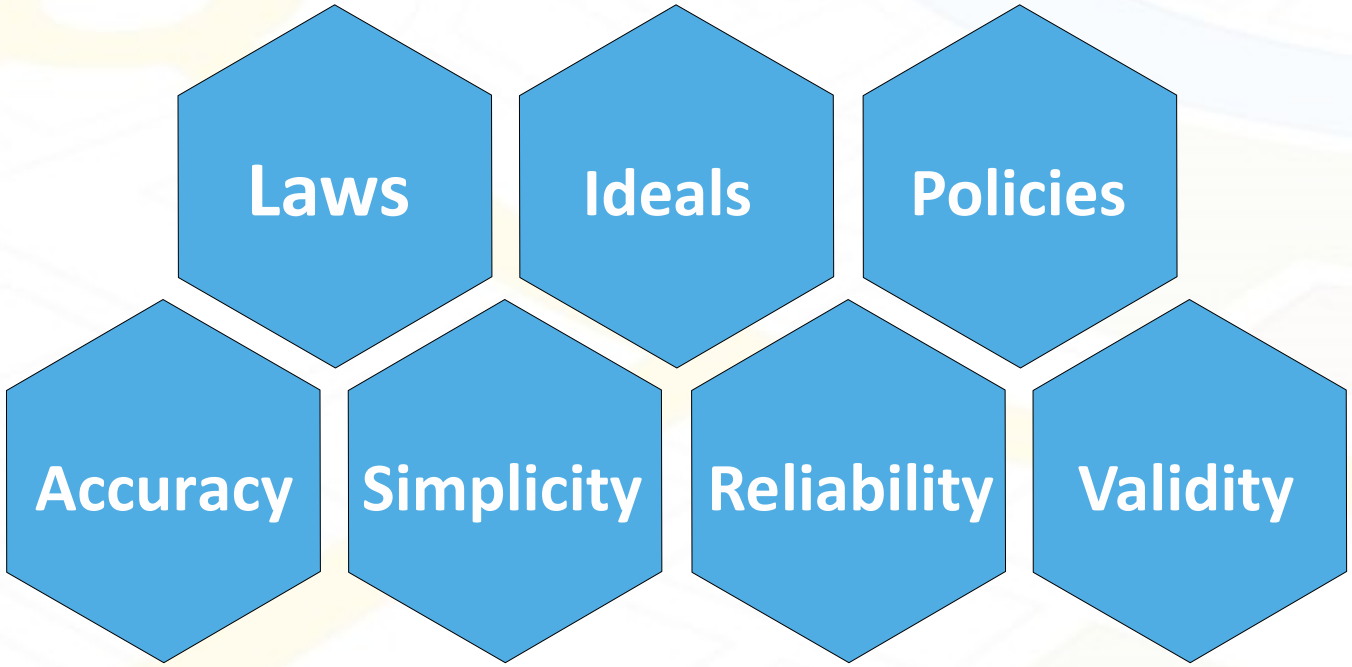
- Accountability guiding principles: http://www.michigan.gov/documents/mde/Guiding_Principles_Of_Accountability_532263_7.pdf
- Increased emphasis on growth
- Incentivize things that are important in the 10 in 10 (for example, progress toward a postsecondary credential while still in high school through CTE, AP/IB, dual enrollment, early middle college)
- Transparent and as simple as possible, yet fair
- Use to drive supports to the districts most in need
- How to address impact of poverty, while maintaining high academic standards for all

Michigan's Accountability System

- Current proposal put forward through ESSA → A-F School Grading System, with multiple components (and grades in each of those components), along with a transparency dashboard
- We reaffirm our commitment to the following here:
  - The purpose of accountability is to help identify schools in which there are needs and then drive supports to those schools
  - It is about collective accountability within the entire system
  - Our accountability system needs to incentivize the things that are important in the 10 in 10
  - We can and should use the results of the accountability system to make strategic investments where necessary
  - The system should be as transparent and simple as possible, yet also be fair

Michigan's Proposed Accountability System

Striving to find balance



Aligned to Top 10 in 10 Initiative

- Guiding Principle — Data and accountability will drive resources and focus improvement in order to make Michigan a Top 10 education state
- Goal — Reduce the impact of high-risk factors and provide equitable resources and quality opportunities
- Strategy — Implement an assessment and accountability system that reduces the impact of high-risk factors, while helping ensure equitable resources

School Performance Ratings

- Single letter grade (A-F)
- Based on school performance in different areas:
  - Participation
  - Proficiency
  - Student growth
  - Graduation rate
  - English Learners' (ELs') progress in acquiring English
  - English Learner participation
  - School quality/student success

School Quality/Student Success Component

Includes:

- Access/time spent in fine arts, music, physical education
- Teacher and school administrator longevity
- Student chronic absenteeism
- Completion and passing of advanced college and career coursework (Advanced Placement, International Baccalaureate, Dual Enrollment, and Career Technical Education)*

*High school only

Proposed Weighting of Indicators in Overall Index

Indicator	Weight
Proficiency	29%
Growth	34%
Graduation Rate	10%
English Learner (EL) Progress	10%
School Quality/Student Success	14%
Participation in state assessments	2%
English Learner (EL) Participation in WIDA assessment	1%

- Weights show the proportion of the overall label determined by an individual indicator
- Missing indicators will have their weights distributed **proportionally** to the remaining indicators

Indicator Indices

- Within individual indicators results are aggregated for each student group having the minimum n-count to get an Indicator Value
- The Indicator Value is then divided by the Indicator Goal to get a percent of goal met which is called the Indicator Index
- This process is done for each indicator so that each indicator has an Indicator Index on a scale of 0-100

Indicator Index Example

School A

- Has an EL Progress Indicator Value of **35%** (i.e., 35% of its EL students meet EL Progress)
- Statewide EL Progress Goal: **55%**
- 35 / 55 = 63.64%
- **Indicator Index = 63.64**

School B

- Has an EL Progress Indicator Value of **60%** (i.e., 60% of its EL students meet EL Progress)
- Statewide EL Progress Goal: **55%**
- 60 / 55 = **Greater than 100%**
- **Indicator Index = 100**

Long-Term Goals with Interim Checkpoints

- Long-term goals are set based on statewide values, aligned with Top 10 in 10
  - Statewide values are based on value represented by the 75th percentile of each indicator
    - In other words—the value for each indicator at which 25% of schools are doing better and 75% are doing worse
    - This sets an ambitious but attainable goal for schools
  - Statewide values are anchored, and the goal is to increase the numbers of schools/subgroups meeting the goals over time
- Interim progress goals are set to measure progress toward long-term goals

Overall Indices and Labels

- Individual Indicator Indices will be combined using the indicator weights to calculate an Overall Index for each building and each student group
- Overall Index values will be used to give each building and each student group an Overall Label

Overall Building Labels

Overall Label	Definition (Percent of Goal Met)
A	90% to 100%
B	80% to less than 90%
C	70% to less than 80%
D	60% to less than 70%
F	Less than 60%
Pass	60% to 100%
Fail	Less than 60%

- Schools having Proficiency, Growth, Graduation Rate, or EL Progress indicator data will receive a Letter Grade
- Schools having only some combination of Participation, EL Participation, and/or School Quality indicator data will receive a Pass/Fail overall label

DRAFT CONCEPT ONLY, NOT A FINAL PROPOSAL

2016-2017

School Name Report Card

Address Street

Address City, State, Zip

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OVERALL GRADE

B

School name performed near average on report card indicators during the 2016-17 school year.

2/3 Student Groups Meeting Goals

N/A Label

STUDENT PROFICIENCY

Students proficient in math or English language arts.

36% PROFICIENCY RATE

COMPONENT GRADE: C

STUDENT GROWTH

Student growth in math or English language arts.

41.5% GROWTH RATE

COMPONENT GRADE: B

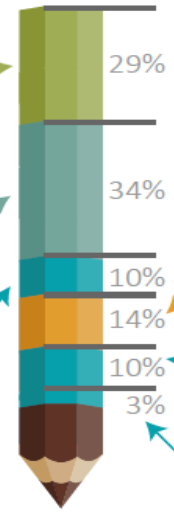
GRADUATION RATE

Students graduating on time/within 4 years of first entering high school.

81% GRADUATION RATE

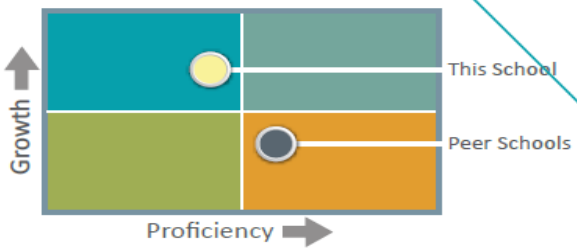
COMPONENT GRADE: A

CONTRIBUTING FACTORS



PERFORMANCE COMPARISON

(with Similar Schools)



ENGLISH LEARNER PROGRESS

Progress of English learners toward English language proficiency.

34% PROGRESS RATE

COMPONENT GRADE: D

SCHOOL QUALITY/STUDENT SUCCESS

School quality and student success attainment.

100% SUCCESS RATE

COMPONENT GRADE: A

ASSESSMENT PARTICIPATION

Students participating in statewide testing.

88.35% PARTICIPATION RATE

COMPONENT GRADE: A

Projected A-F Distribution of Grades

- Based on the decisions on this plan and available data, the MDE projects the following distribution of letter grades

Letter Grade	Projected Percent of Schools Receiving That Grade
A	23%
B	29%
C	22%
D	13%
F	14%

Impact of Accountability System Change

For schools and districts:

- Replaces Michigan's existing scorecards and school rankings
- Schools will receive letter grades
- Districts will NOT receive letter grades, but will have accountability "dashboards" that will indicate progress on a number of additional indicators

For all stakeholders:

- High visibility, high stakes for decision-making about: resource allocation, school enrollment, housing values, curriculum, professional development, and more

Poverty and Accountability: An Enduring Dilemma

- On one hand:
  - There is a link between socioeconomic status (SES) and achievement (in general) and specifically with proficiency/high scores on assessments
  - A district with many high-SES students automatically gets a benefit in their test scores, regardless of their actions
- On the other hand:
  - The lower achievement levels of lower-SES students is real—and therefore their long-term life outcomes are diminished
  - The job of public education is to provide equal access to opportunities for all students—so we need to KNOW where students are not achieving so we can help

Possible Solutions

- Include growth in accountability systems in greater percentages
  - The proposed accountability system weights growth higher than proficiency
  - Schools should be able to get a student to grow in a year, even if they are not yet proficient
- Account for poverty in the actual accountability system
  - One option: change the actual grade if the scores are higher “than expected” (challenge—this masks the reality of performance)
  - Another option: provide additional labels/indicators to show that a school performed better (or worse) than similar peers
    - Our proposed system will do this

Most Compelling Solution:
Change the way we support districts/schools

- Low achievement and/or low growth is still low achievement and low growth—but simply labeling that will not, in and of itself, bring about change
- Need to change the way we support districts that have these significant challenges and risk factors while still being honest about where performance is for all students

MDE's proposed solution? → The Partnership Model

School Quality and Student Success Transparency Dashboard

Data and information in addition to indicators included in the Accountability measure will provide transparency across multiple measures. Proposed sections include:

- Student Engagement
- Educator Engagement
- School Climate and Culture
- Advanced Coursework
- Post Secondary Readiness
- Access/Equity

Aligned to Top 10 in 10 Initiative

- Guiding Principle — Data and accountability will be used to help drive resources and focus improvement activities for students and educators with attention on transparency
- Goal —Provide quality data for districts and community
- Strategy — Develop a School Quality and Student Success Transparency Dashboard with key indicators that provides quality data to educators and families that can ultimately impact student achievement

Proposed Dashboard Details

- Six sections comprised of 22 actual indicators
- A majority are existing data collected through established state collections
- Team recommends 2 new items for the dashboard that are not collected (these recommendations would be voluntary/optional for districts to report)
    - Student climate surveys
    - Suspensions (all students)

Why Suspension Data Matters?

- Suspension does not prove effective in changing student behavior
- Even used in moderation, it has a negative impact on school climate
- Suspension
  - Increases the risk of a student dropping out or being pushed out
  - Increases the risk of involvement with the juvenile justice system
  - Decreases student outcomes
- We need suspension data in order to:
  - Monitor over-reliance on suspension as a primary discipline method
  - Monitor disproportionate minority contact
  - Ensure that Michigan schools are addressing school climate and culture issues, and student behavior, with more appropriate and effective strategies

Transparency Dashboard Elements

Student Engagement	Educator Engagement	Advanced Coursework
Dropout Rate	Professional Development Opportunities	AP Course Completed AP Test Taking/Passing
Student Mobility	Appropriate Placement of Educators	CTE Program Completion
Attendance/Chronic Absenteeism	Principal Effectiveness	Dual Enrollment Course Completion
	Teacher Effectiveness	IB Completion

Postsecondary Readiness	Access/Equity	School Climate/Culture
Remedial enrollment	Access to technology	Climate/Student Surveys
Postsecondary entrance rate	Art Access	Support Titles
Postsecondary completion rate	Early learning access in public school system	Suspension (new data collection)
College-ready graduation rate from high school	Achievement gap indicators	Expulsion

School Climate Culture Section

*Climate / Student Surveys (voluntary)	• Can provide actionable data direct from students, staff, and families for districts work to improve school quality • There is no current standard tool • Voluntary implementation/reporting
Support Titles: FTEs with student enroll (no ratio calculated): School nurses/media specialist/ psychologist/ counselors/librarian/social worker	Support roles in the district greatly improve academic and social outcomes for students
*Suspension: Out of School; In School (voluntary for all students)	• Currently collected and reported for students receiving special education services • Recommend voluntary collection for all students; important data for district practices
Expulsion	Collected and reported, typically low numbers for all districts

Timelines

	2016-17	2017-18	2018-19
Accountability System	Pilot new system, no federal designations (fall 2017)	New system operational, includes naming of federal designations (fall 2018)	
Dashboard	Finalization of indicators, develop mockups, determine location	Technical development and testing, provide guidance/support for optional data collections, pilot new dashboard	Dashboard fully available

Michigan's Statewide System of Support

- This component is federally driven—both the labeling categories and the funding stream
- Three labels: comprehensive support, targeted support, additional targeted support schools
- Two aspects:
  - Additional labels for schools AND
  - Funding to support those schools

Michigan's Statewide System of Support

- At this time, Michigan is proposing to delay submitting methodologies for identifying these schools. Rationale:
  - It needs to be maximally aligned with A-F to avoid confusion, and the supports need to be aligned to the Partnership District model
  - To do that, we need to run the A-F system and engage in discussions around low performance, subgroup performance, achievement gaps
  - We also have state-led conversations on this topic now and don't want to commit ourselves to something federally until we have resolved as a state
  - We want to make a data-driven decision
  - We have time; these labels are not required until 2018-2019

MICHIGAN Department of Education

nd the Assessment System

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

Rigorous Standards, More Opportunities to Learn and Demonstrate

- Michigan has rigorous career and college ready standards, and those are a critical core component of becoming a 10 in 10 state
- We must build on that solid foundation by:
  - Focusing our instructional model on deeper learning
  - Ensure that our assessments encourage and support deeper learning, and ask students to demonstrate a broader range of skills

ESSA provides us with opportunities to enhance our current assessment practices in support of these goals

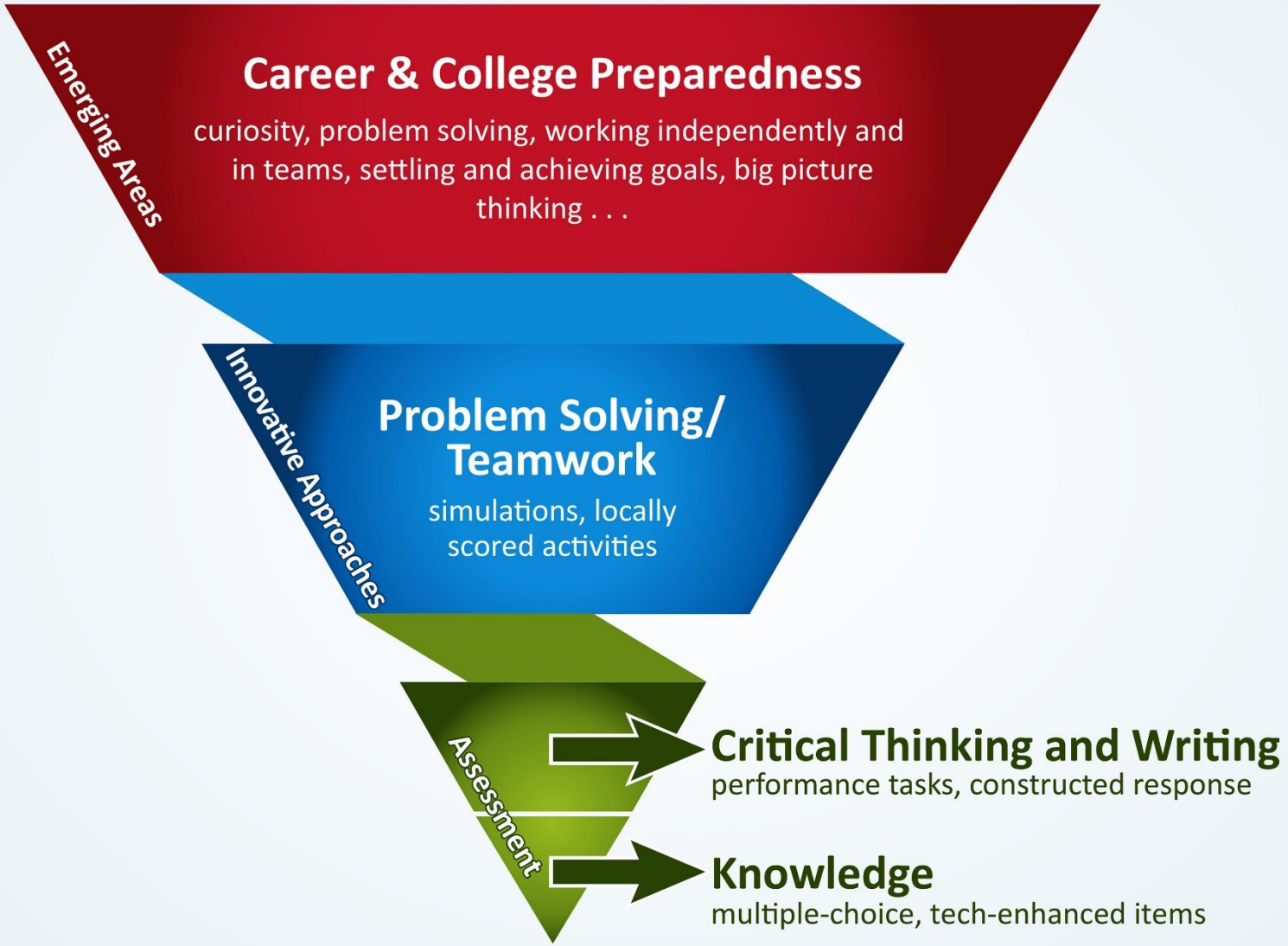
Assessment Vision: Broad Goals

Provide timely, meaningful, useful ***INFORMATION*** for:

- **Teachers:** Put data in the hands of teachers, along with appropriate training and tools, so they can develop a game plan for meeting the needs of each child
- **Parents:** Provide parents with timely information on their student's proficiency with grade level expectations—can my student do what he/she needs to be doing in third grade? Why do they get good grades if they aren't proficient?
- **Students:** Help inform students about where they really are in terms of academic performance and help them set goals to achieve
- **Taxpayers:** How are we truly performing as a state; hold schools accountable for growth AND proficiency

Key Components of the Assessment System

- Multiple points of feedback throughout the year
- Increased consistency of use of benchmark tools across the state
- Reduction in overall testing time (for schools that are already using a benchmark tool)
- Growth measures in addition to proficiency measures
- Support individual lesson plans for each student
- Immediate feedback for educators
- Writing and problem-solving to prepare students for success
- Goal setting for students
- Maintain high academic standards
- Continuous accountability (no gap or freeze on accountability with this change)
- Assessment items must be developed from the standards to meet the rigor of the standards



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Assessment SHOULD:

- Be an integrated part of instruction
- Represent a range of skills we want students to be able to demonstrate
- Take a variety of forms
- Happen organically throughout the day and year
- Provide meaningful information to teachers and leaders
- Be delivered in a manner that is engaging to students and requires critical thinking

Assessment SHOULD NOT:

- Be a once a year “event”
- Be defined as only the “state assessment”
- Be seen as a punitive measure as opposed to information

MDE's Assessment Vision

Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
5	Benchmark M-STEP Science and Social Studies	ELA, math, science, social studies	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
6	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
8	PSAT 8/9 (Math & ELA) M-STEP (Science and Social Studies)	ELA, math, science, social studies	Spring	On track for SAT/college and career readiness
9	PSAT 8/9	ELA, math	Spring	On track for SAT/college and career readiness
10	PSAT 10	ELA, math	Spring	On track for SAT/college and career readiness
11	Michigan Merit Exam (SAT, WK, "M-STEP" Sci/SS)	ELA, math, science, social studies	Spring	College and career readiness

Implementation Considerations

- Timeline and readiness of vendors; working through information from a recent Request for Information (RFI)
- Continue to innovate with our assessments, including problem solving, teamwork and critical thinking, and how to best integrate into the overall assessment SYSTEM
  - Innovative Assessment Action Team ➡ Implementation Team
    - Michigan educator involvement
    - Collective scoring exchange

What Were We Looking for from the RFI?

- **WHEN** – When would vendors be possibly ready to put together a system to meet our vision?
- **Accommodations** – Which vendors have the student accommodations we expect from an assessment system?
- **Overall Approach** – Do vendors have ideas of how to combine interim/benchmark scores into a single summative score as ESSA lays out and what creative solutions might they have?

What Did We Find?

- **When :** most vendors are not ready for a potential Fall 2017 launch of a new assessment model for Michigan. This is particularly apparent to the vendors that historically have not provided statewide summative assessments in the past
- **Accommodations:** There was a spectrum of accommodation tool availability across the vendors. Again, the vendors who historically have not done state tests have never had to do accommodations before. DRC and Smarter Balanced displayed the largest numbers of currently available accommodations
- **Overall Approach:** Each vendor had some different ideas of how to fulfill the assessment vision, but an unexpected finding is that all of the vendors still recommended having a summative assessment in each grade level

Other Learnings

Different Wrapper:

- Summative/Required Assessment Wrapper on a Benchmark/Optional package
  - Accommodations
  - Additional Content: Writing, TE items, etc
  - Required administration: Pre-id, tested roster, participation rates, etc.
  - Cost
- Will people still like it when it becomes part of “the” test, and is different than what they’ve used in the past?
- 3rd Grade Reading law

What Now?

- We are having conversations at the department about ways we can implement the vision successfully, while providing the best solution for the vision
- We know that we are looking at a launch of the new system for the 2018-19 school year
- The decision has been made to transition the 8th grade assessment from the M-STEP to the PSAT 8/9
- We are looking at a system where a series of 3 benchmark exams will be used each year with the fall being required, the winter being optional, and the spring being required with a longer comprehensive benchmark exam, similar to the M-STEP

MICHIGAN Department of Education

Public Comment

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putting Michigan on the map as a premier education state

Public Comment and Plan Submission Timeline

- Michigan's ESSA plan and supporting information is online: www.Michigan.gov/ESSA
- We encourage the submission of letters of feedback from individuals and from organizations
- Public Comment period: February 14-March 16, 2017
  - Email comments to MDE-ESSA@Michigan.gov
- Final Plan submitted to USED: April 3, 2017

For More Information:

MICHIGAN Department of Education

Please visit our website: www.michigan.gov/essa

- Review Michigan's ESSA Plan and supporting documents
- Sign up for **ESSA Notes** updates
- Review historic information about the ESSA plan development process

Provide formal public comment on the Plan to: MDE-ESSA@michigan.gov

Public comment period runs from:

Tuesday, February 14, 2017 -

Thursday, March 16, 2017, 5:00 p.m.