STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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STATE SUPERINTENDENT

October 1, 2013

MEMORANDUM

TO: State Board of Education

FROM: Michael Flanagan, Chairman

SUBJECT: Personal Curriculum Implementation Report

On November 7, 2012, the Special Education Advisory Committee (SEAC) requested a study to determine the state of practice with regard to the Personal Curriculum (PC) in the State of Michigan. In response to this request, the Michigan Department of Education worked with an intern to conduct a study and create a report on the implementation of PC among schools around the state during the summer of 2013. This report addresses questions raised by the SEAC and discusses possible next steps to promote PC implementation within the state.

Venessa A. Keesler, Ph.D., Deputy Superintendent, Education Services will be presenting this report to the State Board of Education.

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Michigan
Department of Education

The Personal Curriculum

August 2013

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A special thank you to the Office of Evaluation, Strategic Research, and Accountability and the Office of Education Improvement and Innovation, especially Venessa Keesler, Tammy Triplett, Rashell Bowerman, and Gregg Dionne for making this report possible.

Table of Contents

Executive Summary……..6

The Personal Curriculum…….7

School Procedures……..18

Educating Our Educators……..20

Initial Recommendations……22

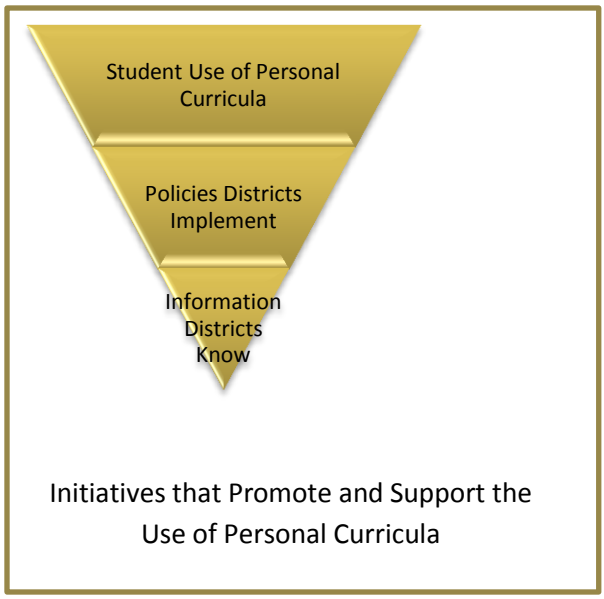
Action Plan……23

Conclusion……..25

Appendices……26

EXECUTIVE SUMMARY

The Personal Curriculum (PC) provides students an opportunity to follow an individualized, alternate route to a high school diploma through specified modifications to the Michigan Merit Curriculum (MMC), in alignment with the student's Educational Development Plan[1] (EDP) and Individualized Education Plan[2] (IEP), if applicable. As a state, it is important to understand the ways in which schools and districts utilize this option and the levels to which schools understand the possibilities of the PC so that we can expand access to all students in need of this option.



This report focuses on statewide information on PC usage using three tiers: student use of the PC, the policies and procedures districts and schools implement, and the information schools and districts know. These analyses provide a glimpse into which modifications students use and also the breakdown of students using PCs by demographic area. Additionally, schools reporting PCs are broken down into accountability classification: Priority, Reward, or Focus status. State of Michigan maps also provide visual representation of the geographic distribution of PCs across districts and schools.

The next phase of the report expands the analysis, using survey information, to examine the ways high schools implement the PC. The purpose of this analysis is to capture information about how schools understand and provide the PC to students. After careful analysis of responses from school staff, a plan for next steps in understanding the PC is presented, which recommends conducting focus groups to gather further information on what schools and districts understand about the PC to inform the initiatives the department undertakes to promote and support the use of the PC for Michigan students.

[1] All high school students follow an Educational Development Plan that outlines their academic and career goals
[2] Individualized Education Plans are followed by students with disabilities and outline various accommodations to ensure student success

THE PERSONAL CURRICULUM

Since the induction of the Michigan Merit Curriculum (MMC), high school students have had the option to follow a PC. The option is offered to students in 9th-12th grades. The following section examines the students, schools, and districts that currently use the PC.

PC Terminology

Throughout this report, the following terminology is used to describe the PC and its use:

- *HIGH-USE:* During the 2011-12 academic year, these schools or districts implemented personal curricula for 2.36% or more of their students. The high-use cut-off is calculated from the number of students reporting the use of a PC statewide out of all of the 9-12th grade students who attended a high school that reported at least one PC. This cut-off offers a point of comparison amongst schools and districts. At the end of 2011-12, there were 65 high-use schools.
- *LOW-USE:* These schools or districts implemented PCs for less than 2.36% of their students and reported at least one PC at the end of the 2011-2012 school year. At that time, there were 96 low-use schools in Michigan.
- *NO-USE:* This label refers to schools or districts that reported zero PCs at the end of 2011-12.
- *MODIFICATION:* These signify which requirement within the MMC is altered for the student as a result of his or her PC. Some students have more than one modification specified in their PC.
- *PC TYPE*: This classification distinguishes the characteristic that qualifies a student for a PC. For instance, an enrichment type signifies a student uses a PC in order to expand the core coursework in which the student enrolls during high school. The additional core coursework replaces some other credit requirement, such as physical education.
- *SCHOOL REPORTING A PC:* A school that reports at least one PC in its end-of-year data. These schools can be broken into High-Use or Low-Use, as described above.
- *SCHOOL or HIGH SCHOOL:* All schools in this analysis are buildings that contain some combination of grades nine through twelve, and may also contain lower grade levels. This report uses the term "high school" loosely to include traditional high schools as well as multilevel schools that include any of grades nine through twelve. "School" and "high school" are interchangeable in this analysis.

Use of the Personal Curriculum

The PC provides an opportunity for revisions to the MMC on an individual basis to best fit the student's educational and future career needs. During the 2011-2012 school year, **4,140 students**[3] utilized this option, a growth from 2010-11 information. When we consider the entire population of Michigan high school students, PC users comprise less than 1%.

TABLE 1

Total Percentage of Students Statewide with a Personal Curriculum		Total Number of Students with a Personal Curriculum	
2010-11	2011-12	2010-11	2011-12
.73%	.79%	3,884	4,140

Analysis of PC use at the district level provides further evidence of low PC usage. As Table 2 describes, less than **14%** of Michigan districts used the option in 2011-12. Expanding to Intermediate School Districts (ISDs), the percentage improves to just less than **74%.** However, we must consider that students in over a quarter of our ISDs do not, seemingly, have access to the PC. Further, within many of the ISDs reporting PCs, there is only one school reporting PCs. Through a variety of sources and various types of communication, districts have cited multiple reasons for lack of PC use, including misconceptions, lack of support by school staff, and personnel turnover.

TABLE 2

	Distribution of PCs 2011-12
Total Number of Districts Statewide Reporting Personal Curriculum Implementation[4]	120
Percentage of Districts Statewide Reporting Personal Curriculum Implementation	13.84%
Total Number of ISDs Statewide Reporting Personal Curriculum Implementation	42

Modification Type

Table 3 on the next page describes the prevalence of different modifications among PC users[5]. For each modification, the chart provides the number of times that

[3] Year-long, deduplicated data used.
[4] End of Year data used
[5] Year-long, deduplicated data used.

modification was used, and what percent that modification type is of all modifications used in the given school year. Both in 2010-11 and 2011-12, enhancement was the modal modification. An enhancement modification allows a student to waive certain requirements, such as physical education or visual and performing arts, to pursue additional core coursework. The next most common modification is for non-IEP students in Algebra II. Instead of earning an entire Algebra II credit, these students substitute other coursework for at least part of that credit. Most students with PCs and an IEP use the option to alter the mathematics requirement.

TABLE 3

Type	Personal Curricula by Type	
	2010-11	2011-12
Algebra II Modification (non-IEP)	911 (20.42%)	1,237 (26.02%)
Modification with IEP (Mathematics)	776 (17.39%)	800 (16.83%)
Modification with IEP (other than mathematics)	284 (6.36%)	384 (8.08%)
Transfer student	25 (0.56%)	38 (0.80%)
Enrichment Modification (PE/Health)	1,724 (38.64%)	1,680 (35.34%)
Enrichment Modification (other than PE/Health)	742 (16.63%)	615 (12.94%)
Total Number of Modifications	**4,462**	**4,754**

TABLE 4

Subgroups	Distribution of Personal Curricula by Subgroup	
	2010-11	2011-12
American Indian/Alaskan Native	19 (0.49%)	23 (0.56%)
Asian	225 (5.79%)	186 (4.49%)
Black or African American	337 (8.68%)	372 (8.99%)
Native Hawaiian or Pacific Islander	4 (0.10%)	0 (0.00%)
Hispanic	105 (2.70%)	157 (3.79%)
Multiracial - two or more races	50 (1.29%)	59 (1.43%)
White	3,144 (80.95%)	3,343 (80.75%)
Economically Disadvantaged	1,036 (26.67%)	1,417 (34.23%)
English Language Learners	77 (1.98%)	107 (2.58%)
Students with Disabilities	1,001 (25.77%)	1,135 (27.42%)
Total Personal Curriculum Using Students	**3,884**	**4,140**

Demographic Breakdowns

Table 4 describes the prevalence of PC use by race and other demographics[6]. The number in parentheses describes the percentage of PC students who belong to the given demographic. As the chart depicts, most students who report having a PC are white. The next largest racial group within this student group is black or African American.

Proportion of Students with PCs by Race

FIGURE 1

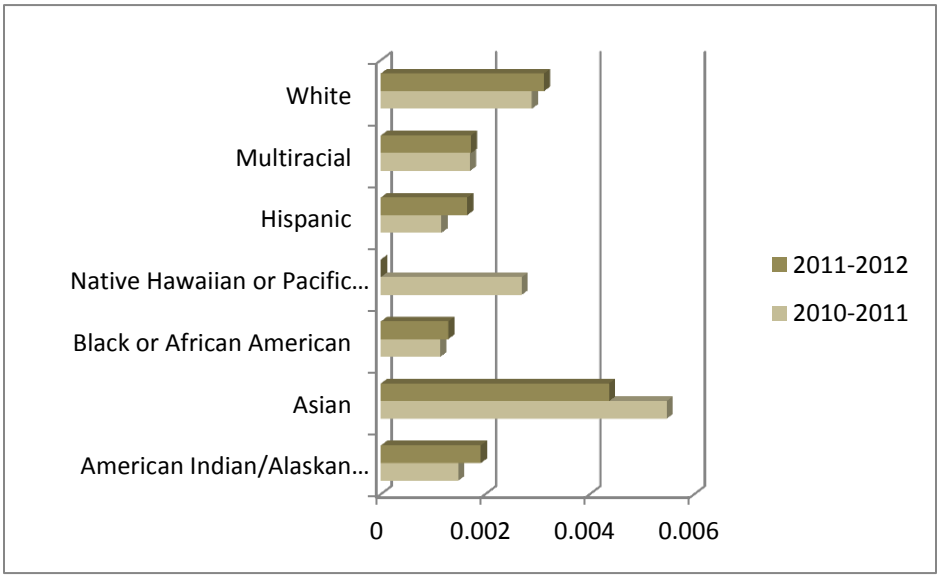


Figure 1 compares PC use across races[7]. The image depicts the proportion of students within a given race who utilize the PC in a given year. Chart values were generated by dividing the number of PCs within a given race by the total number of students in Michigan within that race. In 2011-2012, 0.3% of white students used the option while 0.4% of Asian students did. From this graphical representation, we can see that black or African American, Hispanic, Multiracial, students underutilize the PC, relative to students of other races[8].

Table 5[9] offers an additional analysis that examines which races are over- and underrepresented amongst PC using students. Green highlighted rows indicate this race is substantially[10] overrepresented within students with PCs. The red rows are races that are substantially[11] underrepresented among the same population of students. The substantial underrepresentation of African American, Hispanic,

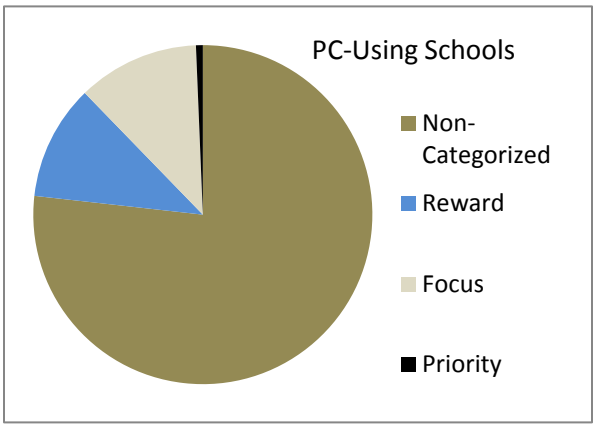
[6] Year-long, deduplicated data used.
[7] Year-long, deduplicated data used.
[8] Since the graph considers all students within Michigan and does not restrict total student counts to high school pupils, the percentages here are not reflective of the Total Percentage of Students Statewide who Use a Personal Curriculum on page 8. The proportions depicted here are merely for race comparison purposes.
[9] Year-long data used.
[10] Overrepresented groups have a percent presence in the PC population that is 130% or more that of their presence in the statewide student population.
[11] Underrepresented groups have a percent presence in the PC population that is 70% or less that of their presence in the statewide student population. Races with a zero percent PC presence not included.

Multiracial, and English Language Learner students is potentially concerning, given other statistics surrounding educational achievement among these groups.

TABLE 5

Race	State Percent	PC Percent
American Indian/Alaskan Native	.78%	.56%
Asian	2.76%	4.49%
Black or African American	18.69%	8.99%
Native Hawaiian or Pacific Islander	0.00084%	0.00%
Hispanic	6.15%	3.79%
Multiracial	2.22%	1.43%
White	69.32%	80.75%
Economically Disadvantaged	48.15%	34.23%
English Language Learners	3.93%	2.58%
Students with Disabilities	13.56%	27.42%

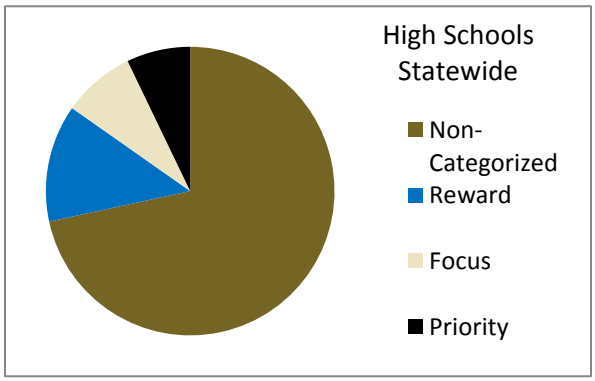
FIGURE 2



Reward, Focus, and Priority Schools' PC Use

Figure 2 depicts the distribution of accountability classifications amongst schools[12] while Figure 3 shows accountability classifications statewide. The least frequent categorization is Priority Schools. Within the PC school population, only one school is Priority, which is 0.65% of the PC school population. However, within all high schools in Michigan, 7.14% are Priority. Thus, Priority Schools are underrepresented in this school population. This might mean that students in our lowest performing schools do not have adequate access to an educational tool they need: the Personal Curriculum.

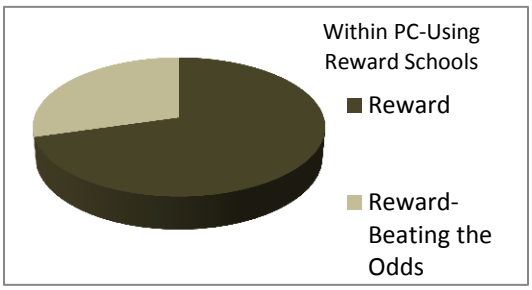
FIGURE 3



Oppositely, Focus Schools are overrepresented in this school population. While 8.11% of high schools in the state are Focus, 11.61% of PC schools have this label. Focus Schools include both high-use and low-use schools, and schools

[12] End of year data used

of a wide range of sizes[13]. Within these schools, the most common modification types are math and enrichment (health/physical education). One possibility is that these Focus Schools might utilize the PC for enrichment to waive out of health/physical education to allow for more advanced coursework in core subjects, potentially increasing achievement on state assessments for these students. Lower performing students might opt out of courses such as Algebra II, potentially having a negative impact on those students' assessment scores. This combination could result in an increased achievement gap within the school.



All Reward Schools who report a PC report math modifications. Among Reward Schools reporting a PC, the most common modifications are math and enrichment (health/physical education). Reward Schools comprise 10.97% of schools with PCs reported. Statewide, 13.14% of high schools are Reward Schools. Within the Reward School category, 3.23% of schools that reported PCs are "Beating the Odds" schools. The underrepresentation of Reward Schools within schools that report PCs might be due to schools being accountable for the assessments of students using PCs. For instance, a student whose PC exempts him or her from enrolling in Algebra II is still assessed on that content and likely does not perform as well on a math assessment as a student who has taken an Algebra II course. Perhaps, in some cases, limited PC use benefits a school in terms of accountability.

Schools without an accountability classification[14] make up 76.77% of schools reporting a PC despite a 71.59% presence in the overall state high school population. Only a very small fraction[15] of schools reporting a PC have a student population under 30 students, making them too small for accountability classification. Thus, most schools could qualify for an accountability classification in regards to student enrollment.

Table 6 displays key statistics surrounding the PC school population. Averages for the entire PC school population are provided, and then PC schools are split into accountability classifications for comparison.

[13] Student population (grades 9-12) within Focus Schools ranges from 140 to over 2,400 students.
[14] These schools are not labeled Focus, Priority or Reward.
[15] Less than 1% of schools reporting PCs have under 30 students.

	All PC Schools[16]	Priority PC Schools *only one PC school	Focus PC Schools	Reward PC Schools
Math Modification	11.74	74	11.72	12
IEP Type	5.68	0	10.17	4.47
Transfer Type	.25	0	.22	.12
General Enhanced Type	10.90	89	17.11	5.88
Building Percent ED	41.04%	68%	36.78%	38.59%
Building Percent Minority (Race)	14.17%	23%	16.22%	9.88%

TABLE 6

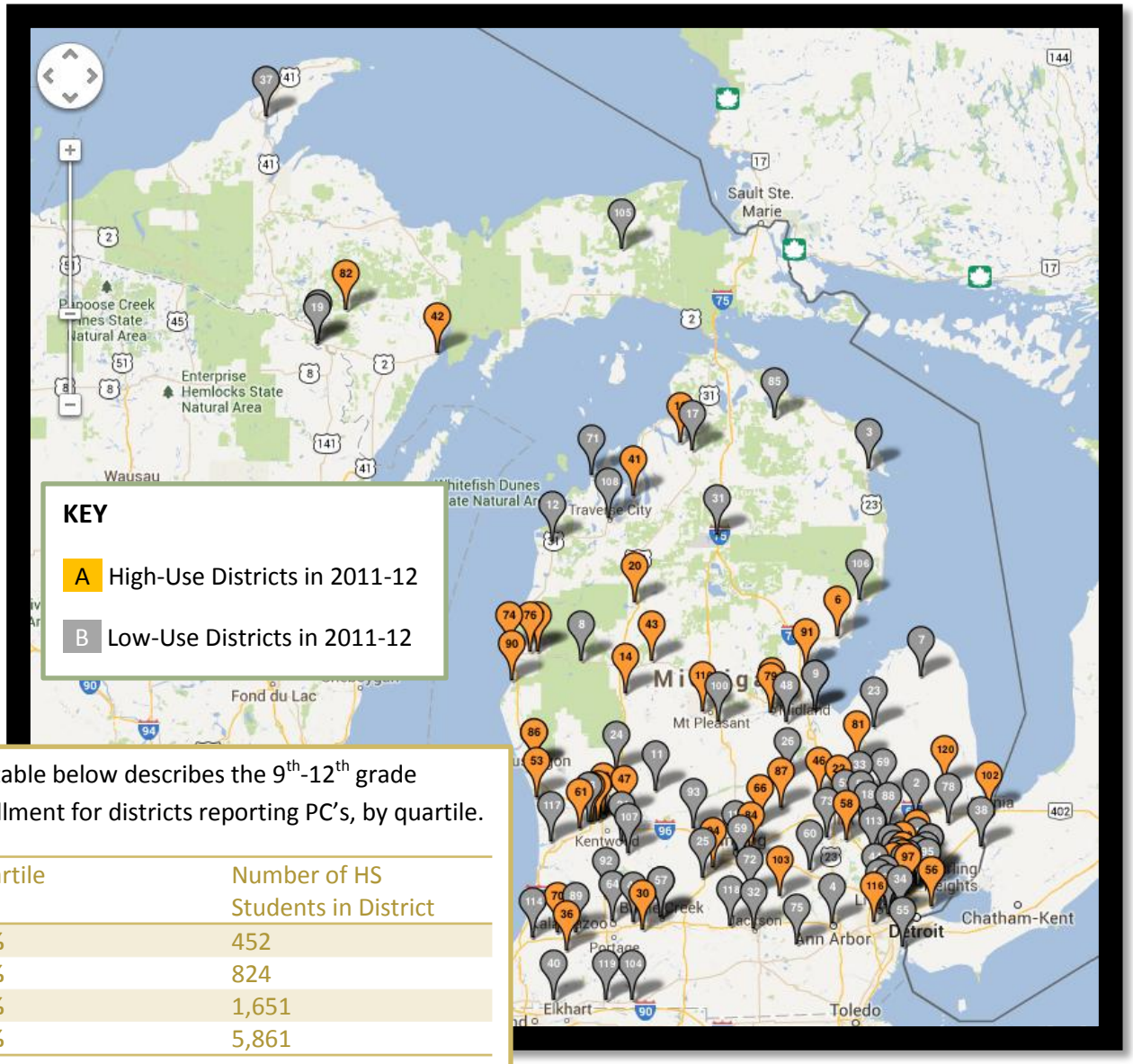
Cells shaded green indicate an overrepresentation[17] among schools within the given classification while red cells denote an underrepresentation[18].

[16] Numbers in this column without percentage signs represent the mean number of that modification or type within a school. For instance, the average school reporting PC use implements 11.74 math modifications.
[17] Green cells indicate the mean for that classification is 130% or greater that of all PC schools. Classifications with a mean of zero are excluded.
[18] Red cells indicate the mean for that classification is 70% or less that of all PC schools.

District Geographic Distribution (Using 2011-2012 End of Year Information)

The map below depicts the geographic distribution of districts[19] that report PC use. With Michigan being such a diverse state in terms of population density, it is important to understand where this option is utilized to better understand the ways in which we can support and promote additional PC use. As seen below, PC use is sparse within the Upper Peninsula.

An interactive map of PC use by district is available here.



The table below describes the 9th-12th grade enrollment for districts reporting PC's, by quartile.

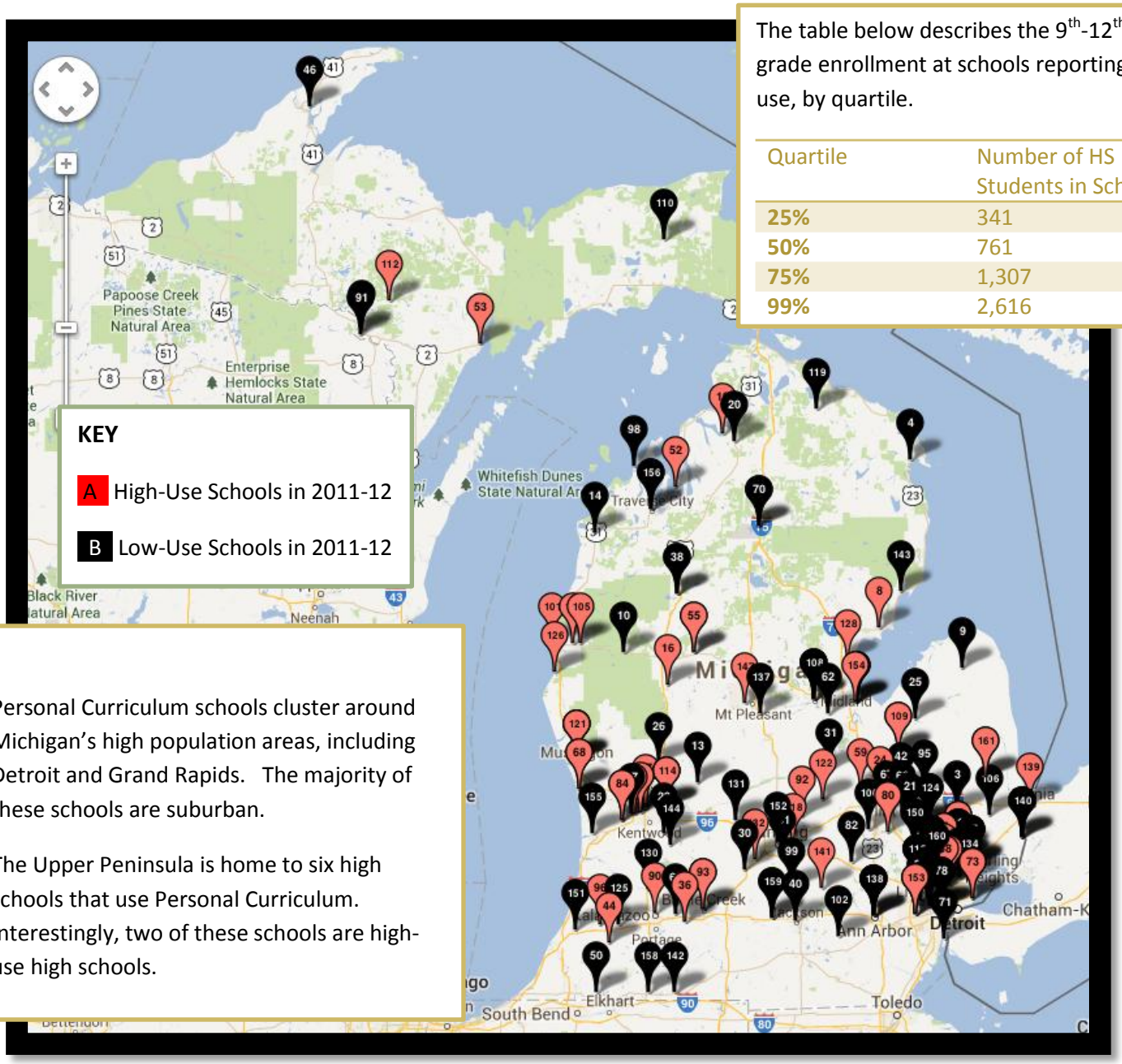
Quartile	Number of HS Students in District
25%	452
50%	824
75%	1,651
99%	5,861

[19] End of year data used

School Geographic Distribution (Using 2011-2012 End of Year Information)- Continued

The following map shows the geographic distribution of schools[20] that report PC use. These schools have student populations ranging from 15 to 2,703 students, grades 9-12.

Click here for an interactive map that compiles high-use and low-use schools.



The table below describes the 9th-12th grade enrollment at schools reporting PC use, by quartile.

Quartile	Number of HS Students in School
25%	341
50%	761
75%	1,307
99%	2,616

Personal Curriculum schools cluster around Michigan's high population areas, including Detroit and Grand Rapids. The majority of these schools are suburban.

The Upper Peninsula is home to six high schools that use Personal Curriculum. Interestingly, two of these schools are high-use high schools.

[20] End of year data used.

High-Use / Low-Use Comparisons:

The two tables below compare high-use and low-use districts and schools on a variety of characteristics. Table 7 describes differences between district types, while Table 8 examines school type differences.

TABLE 7

	High-Use Districts	**Low-Use Districts**
Average Number of Students	1,041 students	1,448 students
Largest High School Population	3,892 students	9,546 students
Smallest High School Population	50 students	1,448 students
PC Use	Ranges from 3 to 342 PCs per district	Ranges from 1 to 152 PCs per district
Modal Modification	Health/Physical Education then Mathematics	Mathematics then Physical Education
Percent IEP PC Type	16.6% of PCs are implemented for students with IEPs	40% of PCs are implemented for students with IEPs

Key differences between high-use and low-use schools and districts include the percent of students who have an IEP. The percentage is far higher within low-use schools and districts. Additionally, in high-use schools and districts the modal PC modification type is health/physical education while in the rest of the population, the mathematics modification holds this title.

Between schools reporting PC use, a greater percentage of high-use schools have Reward status than low-use schools. Low-use schools, however, maintain a higher percentage of Focus Schools than high-use schools.

TABLE 8

	High-Use Schools	**Low-Use Schools**
Average Number of Students	760 students	915 students
Largest High School Population	2,098 students	2,658 students
Smallest High School Population	14 students	67 students
Average Percent Minority	15%, ranging from 0 to 64%	14%, ranging from 0 to 64%
Accountability Status Breakdown	1 priority school, 8% are Focus Schools, 14% are Reward Schools	0 priority schools, 15% are Focus Schools, 8.6% are Reward Schools
PC Use	Ranges from 2 to 259 PCs per school	Ranges from 1 to 57 PCs per school
Average Economically Disadvantaged Percent	42.5%, ranging from 0 to 100% per school	40%, ranging from 7 to 100% per school
Average Limited English Proficient Percent	2%, ranging from 0 to 24% per school	2%, ranging from 0 to 38% per school
Average Special Education Percent	11.5%, ranging from 0 to 60% per school	10%, ranging from 0 to 21% per school
Modal Modification	Health/Physical Education then Mathematics	Mathematics then Health/Physical Education
Percent IEP PC Type	16% of PCs are implemented for students with IEPs; most PCs used for general enhancement	46% of PCs are implemented for students with IEPs

SCHOOL PROCEDURES

Flexible state requirements for the PC maintain autonomy for local districts. Each district is required to develop a procedure for PC requests. The following analysis provides an overview of the PC procedures at high-use schools, low-use schools, and schools that do not have any students using the PC, per staff responses to a Michigan Department of Education (MDE)–initiated survey.

METHODOLOGY: The school level perspective provides insight into schools' implementation of the PC. School principals, counselors, or other staff answered questions surrounding PC use at their building. The email and survey protocol these individuals received is located in the report appendices section. Principals from 43 high-use, 73 low-use, and 65 randomly selected no-use schools received emails, and we instructed them to distribute the message and survey link to the individual in the school with the most PC knowledge. When survey responses were analyzed, there were responses from 18 high-use, 26 low-use, and 20 no-use schools. High-use schools had a survey response rate of 42%, with low-use schools at 36%, and no-use at 31%. Interestingly, greater PC use generated better survey response rates, perhaps indicating a difference in school engagement with the PC. Due to survey collection occurring in July, many school staff may have been on vacation, and were thus unable to submit a survey.

The analyses below examine the unique perspectives of high-use, low-use, and no-use schools per the survey responses. The last section highlights common trends amongst the three school categories.

High-Use: All schools cite high levels of familiarity with the PC. At a majority of high-use schools, counselors handle PC issues. The MDE website is the modal response these schools provide as a source to learn about the PC, followed by school and district professional development. Most high-use schools communicate with parents and students regarding the PC over the school website.

Low-Use: These schools cite slightly less familiarity with the PC than high-use schools on average. These schools most frequently obtain PC information from the MDE website and professional organizations. Generally, counselors handle PC issues at low-use schools. Communication with parents and students about the PC is done through assemblies as reported.

No-Use: These schools cite the least familiarity with the PC, on average, among the three school classifications. Despite reporting zero implemented PCs to the state, less than 6% of no-use schools responded in the survey that they never receive PC requests, with most indicating they receive one to five PC requests a

year. Over a fourth of no-use schools cite ten or more PCs requested per year. This statistic suggests that no-use schools might fail to appropriately report PC use or that all requested PCs are denied. Many no-use schools report principals as handling PC issues. Professional Development is the modal response from no-use schools about the avenues through which educators learn about the PC. This information is communicated to parents and students over email.

Common Trends:

Regardless of PC use status, many school leaders cite lack of full understanding as a barrier or challenge to PC implementation. A school leader explains one challenge is a "lack of fully understanding what specifically is able to be modified within the MMC for both general and special education students. [There is] difficulty [in] finding a system for effectively and efficiently monitoring progress within the PC." Additionally, schools express vagueness of PC requirements, especially for Special Education students, as another challenge to using the PC. Although ActPoint is a resource for such issues, across the three school types, most schools indicate that they do not use the service and they are unfamiliar with it. Some schools explain benchmark modification within a course to be difficult. To help mitigate this problem, the department might consider increasing its efforts at informing our educators of the possibilities of using the PC specifically related to benchmark modifications based on the needs of the field. Additionally, the state might gather greater insight from schools through focus groups to inform future initiatives to increase educator understanding of the PC.

EDUCATING OUR EDUCATORS

Current Resources: A variety of resources exist to assist school personnel in PC implementation.

- Webinars: Online video resources that explain the PC to educators, provided by the MDE. Each webinar has a specific focus within PC implementation.
- Ning: An online social network, also known as the Personal Curriculum Network, which allows educators to communicate and learn about the PC, found at: (http://personalcurriculum.ning.com/). Network members can invite others, learn about upcoming events and webinars, blog or chat, and link to other resources through the portal.

Neither Ning nor webinars are mandatory for schools, but rather are optional resources. Considering our state is home to over 1,500 high schools, a small proportion of schools have accessed the content of these resources, as evidenced by the Table 9.

TABLE 9

Current Ning Members	Webinar Attendees	
	2011-2012	2012-2013
727	**137**	**75**

- ActPoint: An easy-to-use automated service for school personnel to use to accurately pre-qualify PC requests specific to the MMC (http://actpoint.com/mi/). It eliminates inconsistencies and errors in the qualification process and links to relevant documents, policies, and procedures. It automatically generates personalized action plans and/or forms and reports to assist the user in understanding the decision for taking the next step. ActPoint is a web-based application accessed through an internet connection and there is no software to install. However, as evidenced by the survey data, few schools use ActPoint and many school staff are unfamiliar with the program.
- Guidance over the Web: The MDE provides additional PC guidance via its website: (www.michigan.gov/highschool). A variety of documents for school staff and parents explain the nuances of the PC, how to request the option, and other information about the PC.

- Presentations: The MDE offers presentations to a variety of external stakeholders to help explain the PC to the education community and promote the use of PC.

INITIAL RECOMMENDATIONS

Recommendation #1: Gather More Information About School/District Experiences with the Personal Curriculum: The PC Survey results provide some insight into schools' use and understanding of the PC. However, the state has more to learn about schools' understandings and uses of the PC. To better understand the full picture, the state should hear school staff members' stories and experiences. Focus groups would allow staff to share their insights, understandings, and confusions with the PC to better inform the MDE about how to support and promote PC use.

Recommendation #2: Explore Additional Options for PC Training Opportunities for Educators

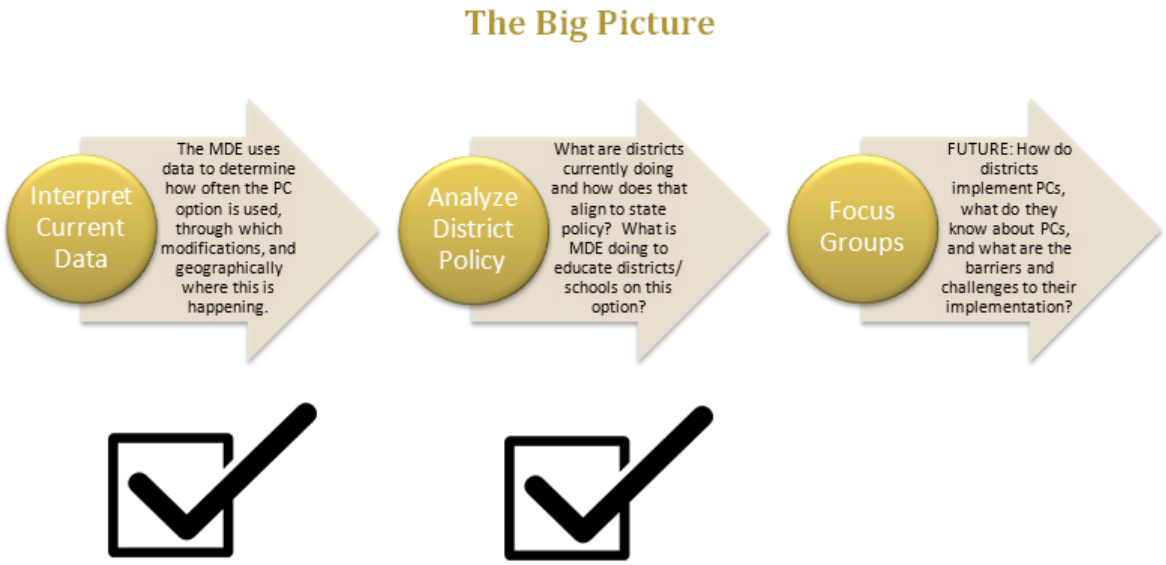
- Further Promote Current Resources: Most of the current PC resources direct information at principals and counselors. Our survey information supports this approach in that these individuals, on average, oversee PC requests and implementation at schools.
- Develop New Resources: The MDE is developing seven modules to be delivered through Michigan Learnport (http://www.learnport.org/). These modules are intended for school personnel and focus on a variety of topics dealing with the PC. They are near completion and release is anticipated soon. The Office of Education Improvement and Innovation is currently adding a 7th module related to reporting the PC. Completion date for the set of modules is anticipated in the Fall of 2013.

Recommendation #3: Examine Parent/Guardian Awareness: Include parents and guardians in the aforementioned focus groups to learn the ways parents/guardians understand the option, and how the MDE can help increase parental engagement in the PC process.

Recommendation #4: Provide Sample Scenarios to Help Schools/Districts Better Understand Personal Curriculum Requirements: Schools across the three types cite lack of clarity as a barrier to PC use. The department should provide sample PCs, especially for IEP students, to schools for use as a guiding example in writing and implementing PCs.

ACTION PLAN

This report summarizes the findings of two phases in the process to learning more about the PC and its implementation. Analysis of the current data provides us with a glimpse into which schools and districts employ the option, for whom, and for which modification type. Insight from school principals and counselors deepens our understanding by providing a glimpse at the school perspective to PC implementation. However, these responses do not cover the depth that is necessary to fully understand the complexities and challenges to PC implementation. Future research might employ focus groups to engage with school staff on the intricacies of the PC and the ways in which schools do and do not understand the specifications for using this option. This information would inform future department policy to promote and support the use of PCs.



FOCUS GROUPS: These meetings typically consist of four or five participants and also require two or three individuals to facilitate aspects of the focus group. MDE staff would include a dialogue facilitator, a scribe, and potentially an individual responsible for using technology to record the interaction. The atmosphere is meant to feel more like a conversation than an interview, where the facilitator does not dominate the conversation but rather allows participants to engage with one another and contribute. Such an approach is ideal to learning more about the struggles to using the PC and also to deepen the department's understanding of the knowledge school personnel hold surrounding the option. The facilitator must build trust among the group so participants feel secure in providing honest thoughts, and

potentially criticisms, of the PC. To mitigate potentially harmful group dynamics, the department should conduct groups that include individuals from different schools. This set-up will likely lessen the need for individuals to tailor their answers to appeal to coworkers. The overarching goal of the focus group is to generate a minimal-risk space where participants feel encouraged to express their true thoughts on the PC so the department can learn more about the areas where we might assist schools in using the option.

Logistics:

- Focus groups typically last 30 – 60 minutes, depending on group size and level of engagement.
- Group participants by school PC status, so that staff from No-Use, Low-Use, and High-Use schools interact with individuals from same-status schools.
- Dialogue facilitator may use the Future Focus Group Protocol[21] questions as a guide for the conversation, but should also be comfortable navigating additional topics as the group brings them up.
- To begin the dialogue, the facilitator should begin with an explanation of the focus group's purpose while emphasizing that answers will not be penalized for compliance issues.
- Prior to beginning the discussion, participants should submit signed Participant Consent Forms[22].

[21] See Appendix D
[22] See Appendix E

CONCLUSIONS

Michigan dedicates itself to providing a high-quality education to all students that prepares each individual for career and college success. The MMC introduced rigorous requirements for high school students as a means to achieving this goal. However, education leaders recognize that the MMC does not fully meet the educational needs of all students. Thus, the PC allows for modifications to the MMC based on students' individual needs. Despite the potential for the PC to individualize the high school curriculum for students, less than 1% of Michigan high school students use the option.

Low usage of the PC option, as identified by the state, is particularly prevalent for African American, Hispanic, and multiracial students. A majority of high schools claim zero PCs, potentially at the expense of students who need them. Through analysis of state data and gathering new information from schools, it seems there is a PC knowledge gap. Additionally, there might also be an issue with the PC reporting process, as many no-use schools claim multiple PC requests in their survey responses. This is being addressed by MDE staff.

Survey responses inform the MDE on ways current resources might be tailored to better meet the needs of school staff. Additionally, contact information provided in the survey allows for future focus groups to expand the conversation on PC use in Michigan.

As education leaders better understand the barriers and challenges to the PC, the MDE can facilitate initiatives that support and promote the use of the Personal Curriculum at all high schools.

APPENDICES

Appendix A: Principal Email

Hello [Principal Name],

The Michigan Department of Education is interested in learning more about the ways in which Michigan public high schools understand and use the Personal Curriculum. Our goal is to use your insight to develop initiatives that support and promote the use of this option. Please see the attached memorandum from Linda Forward, Director of the Office of Education Improvement and Innovation.

To help us better understand your school's procedures, we ask that you provide this message to the individual in your school most familiar with the Personal Curriculum and please have him or her complete the following survey. The survey will take approximately five minutes to complete and the answers are anonymous unless your school chooses to provide contact information. We ask that surveys be submitted by ***Friday, July 26, 2013****.*

Click to access survey: Personal Curriculum Survey
URL: http://www.surveymonkey.com/s/SLZZN2T

We greatly appreciate your participation in the Personal Curriculum survey. Your insight will help inform initiatives that aim to support and promote the use of the Personal Curriculum in Michigan. If you have any questions, please e-mail Melissa Helberg at ***HelbergM@michigan.gov****. Again, thank you for your time. We look forward to hearing from you.*

For collection purposes, three different survey URLs were distributed: one for high-use schools, one for low-use, and the final for no-use schools.

Appendix B: Survey Questions

The Michigan Department of Education seeks your insight in learning more about your school's use of Personal Curriculum and the ways in which the option is understood and implemented. Please respond to the following prompts by Friday, July 26, 2013. Your answers here will help inform our approaches to promote and support the use of Personal Curricula in Michigan. We thank you for your time and insight.

1. **Please select your school from the list below. Please note that identification will NOT be used for compliance purposes but rather to ensure duplicate submissions from individual schools are not received. Your response to this question will also help us uncover trends in the use of Personal Curriculum.**
2. **What is your familiarity with the process of using a Personal Curriculum to modify the Michigan Merit Curriculum requirements?**
3. **How many times per year does your school receive requests for Personal Curricula?**
4. **In what ways does your school or district communicate Personal Curriculum information to the school community?**
5. **Which professional learning events or resources have you or other staff members attended or used to learn information on the Personal Curriculum?**
6. **What are the barriers or challenges to using the Personal Curriculum?**
7. **Who within your school is designated to handle Personal Curriculum issues?**
8. **Does your school subscribe to ActPoint?**
9. **Does your school or district have an official policy on the Personal Curriculum?**
10. **Would you be interested in participating in an MDE-led focus group to discuss the Personal Curriculum and its use? If so, please provide your contact information below.**

Thank you for taking the time to complete this questionnaire. Your responses will help inform future initiatives to promote and support the use of Personal Curriculum in our state.

Appendix C: Survey Data – The following survey information contains questions that were posed to all three school types (high-, low-, and no-use). The responses shown are from the no-use school group.

2. What is your familiarity with the process of using a Personal Curriculum to modify the Michigan Merit Curriculum (MMC) requirements?

Create Chart Download

Not at all familiar				Very familiar	Rating Average	Rating Count
0.0% (0)	5.0% (1)	5.0% (1)	**70.0% (14)**	20.0% (4)	4.05	20
				answered question		**20**
				skipped question		**0**

3. How many times per year does your school receive requests for Personal Curricula?

Create Chart Download

	Response Percent	Response Count
Never	5.3%	1
1-5	**47.4%**	**9**
6-10	15.8%	3
10 or more	26.3%	5
Unsure	5.3%	1
	Other (please specify) Show Responses	1
	answered question	**19**
	skipped question	**1**

4. In what ways does your school or district communicate Personal Curriculum information to the school community?

Create Chart Download

	Response Percent	Response Count
Telephone	35.0%	7
Newsletters	30.0%	6
E-mail	**40.0%**	**8**
School or District Website	**40.0%**	**8**
Parent Assemblies or Presentations at School	35.0%	7
	Other (please specify) Show Responses	6
	answered question	**20**
	skipped question	**0**

5. Which professional learning events or resources have you or other staff members attended or used to learn information on the Personal Curriculum?

Create Chart Download

	Response Percent	Response Count
MDE Website	50.0%	10
District Website	15.0%	3
Ning	5.0%	1
District/School Professional Development	**60.0%**	**12**
Professional Organizations	30.0%	6
ActPoint	5.0%	1
MDE Webinars	10.0%	2
	Other (please specify) Show Responses	4
	answered question	**20**
	skipped question	**0**

7. Who within your school is designated to handle Personal Curriculum issues? Create Chart Download

	Response Percent	Response Count
Principal	70.0%	14
Counselor	75.0%	15
Special Education Teacher	40.0%	8
General Education Teacher	0.0%	0
	Other (please specify)	0
	answered question	20
	skipped question	0

8. Does your school subscribe to ActPoint? Create Chart Download

	Response Percent	Response Count
No, and I am unfamiliar with ActPoint.	45.0%	9
No, but I am familiar with ActPoint	30.0%	6
Yes, but we do NOT use it to make decisions about Personal Curricula	5.0%	1
Yes, and we use it to make decisions about Personal Curricula	5.0%	1
Unsure	15.0%	3
	Other	0
	answered question	20
	skipped question	0

9. Does your school or district have an official policy on the Personal Curriculum? Create Chart Download

	Response Percent	Response Count
Yes	**45.0%**	**9**
No	25.0%	5
Unsure	30.0%	6
In a few sentences, please describe your school's Personal Curriculum process. Show Responses		6
	answered question	**20**
	skipped question	**0**

Appendix D: Future Focus Group Protocol

Focus Group Protocol

The following are guiding questions for the dialogue facilitator:

1. What is your role within the school where you work?
2. Can you describe your familiarity with the Personal Curriculum?
3. What is your experience with the Personal Curriculum?
    a. How often do you use it?
    b. Who at your school is responsible for Personal Curriculum implementation?
4. What is your school's procedure for requesting a Personal Curriculum?
    a. Are parents generally aware of this option?
    b. Are teachers generally aware of this option?
5. Does your district provide any guidance or training on Personal Curriculum use?
6. Which resources do you use to learn about the Personal Curriculum, and how useful have those resources been?
7. Has there ever been a time you were unsure if a student qualified for a Personal Curriculum?
    a. How was the situation handled?
8. Which aspects of the Personal Curriculum are the most unclear or confusing?
9. What are some of the barriers or challenges to using the Personal Curriculum?
10. Have there been instances where a Personal Curriculum was approved or denied and you were unsure if the decision was executed correctly?
11. From your experiences, do you believe the Personal Curriculum is a beneficial option to the students who use it? Why or why not?
    a. Are outcomes different for General Education and Special Education students?
    b. Do you see different outcomes depending on the modifications implemented?
12. In what ways might the Personal Curriculum be improved to make the process easier and/or to improve the outcomes for students who use it?
13. What are your hesitations toward implementing Personal Curricula for students?
14. Do you have any remaining thoughts or comments about the Personal Curriculum, its implementation, its purpose, or any other aspect of the option?

Appendix E: Participant Consent Forms for Focus Group Participants

Michigan Department of Education
Personal Curriculum Focus Group Consent Form

Purpose
In this interview, you will be asked about your experiences with the Personal Curriculum (PC). In particular, our questions will focus on your understandings of its use, the prevalence of PC-use at your school, and also the barriers and challenges to implementing this option. The information you provide will help inform the establishment of future collaborations between the Michigan Department of Education (MDE) and local education authorities (LEAs) to support and promote the use of the Personal Curriculum.

The research team for this project consists of MDE employees within the Office of Education Improvement and Innovation (OEII).

Benefits
While you may not receive a direct benefit from participating, we hope that this study will result in the improvement of initiatives to support and promote the use of the PC. Further, we hope any insights you provide will ultimately assist in developing an educational environment where all Michigan students receive a high quality education suited for the student's individual needs that prepares them for college and career work.

Risks and Discomforts
You will be asked to reflect on negative and positive experiences, which may cause discomfort for some people. However, please note that your contributions to the discussion will NOT be used for compliance purposes.

Confidentiality
We plan to share the information gathered here with others involved directly in this PC research project. However, the information we share will be in aggregate form and we will make sure it does not identify you. This research will be used to identify potential areas and modes of collaboration between MDE and LEAs and other ways we might support and promote PC use in Michigan.

Participation
Your participation is entirely voluntary, and you may withdraw from this study at any time. In other words, you are not required to answer all of these questions, and you may skip questions without penalty. ***Any information you provide is completely confidential***, and only the study team will have access to the data linked to names. As an introductory phase of this case study research, information from this
the researchers can access it. T

If you have further questions
participating in this research
Bowerman (*BowermanR1@*

I have read the preceding statements and I agree to participate in the Personal Curriculum Focus Group.

Signature: _____ Date: _____

To provide for deeper level of analysis on this issue, **interviews will be audio-recorded.** Only the research team will have access to these recordings, but we understand that some people might still be concerned about privacy issues. All names used in the interview—real or fictional—will be changed in any report containing this information.

I also agree to have my comments audio-recorded for this session.

Signature: _____ Date: _____

Appendix F: Low-Use Districts

Almont Community Schools	Dearborn City School District	Manchester Community Schools
Alpena Public Schools	Dearborn Heights School District #7	Memphis Community Schools
Ann Arbor Public Schools	Dollar Bay-Tamarack City Area Schools	Onaway Area Community School District
Arts Academy in the Woods	East China School District	Oxford Community Schools
Bad Axe Public Schools	Edwardsburg Public Schools	Paw Paw Public School District
Baldwin Community Schools	Farmington Public School District	Plainwell Community Schools
Bangor Township Schools	Ferndale Public Schools	Portland Public Schools
Belding Area School District	Freeland Community School District	Roseville Community Schools
Benzie County Central Schools	Galesburg-Augusta Community Schools	School District of the City of Birmingham
Berkley School District	Goodrich Area Schools	Shepherd Public Schools
Bloomfield Hills Schools	Grand Blanc Community Schools	South Redford School District
Boyne Falls Public School District	Grosse Ile Township Schools	Sturgis Public Schools
Brandon School District in the Counties of Oakland and Lapeer	Harper Creek Community Schools	Tahquamenon Area Schools
Breitung Township School District	Holt Public Schools	Tawas Area Schools
Caledonia Community Schools	Howell Public Schools	Thornapple Kellogg School District
Caro Community Schools	Iron Mountain Public Schools	Traverse City Area Public Schools
Cedar Springs Public Schools	Jenison Public Schools	Utica Community Schools
Charlotte Public Schools	Kalamazoo Public Schools	Warren Woods Public Schools
Chesaning Union Schools	Lamphere Public Schools	Waterford School District
Chippewa Valley Schools	L'Anse Creuse Public Schools	Watervliet School District
Clarenceville School District	Lapeer Community Schools	Waverly Community Schools
Crawford AuSable Schools	Leland Public School District	West Ottawa Public School District
Da Vinci Institute	Leslie Public Schools	Western School District
Davison Community Schools	Linden Community Schools	White Pigeon Community Schools

Appendix G: Low-Use Schools

School Name	District	ISD
Adlai Stevenson High School	Utica Community Schools	Macomb ISD
Almont High School	Almont Community Schools	Lapeer ISD
Alpena High School	Alpena Public Schools	Alpena-Montmorency-Alcona ESD
Annapolis High School	Dearborn Heights School District #7	Wayne RESA
Arts Academy in the Woods	Arts Academy in the Woods	Macomb ISD
Bad Axe High School	Bad Axe Public Schools	Huron ISD
Baldwin Senior High School	Baldwin Community Schools	Mason-Lake ISD
Bay City Western High School	Bay City School District	Bay-Arenac ISD
Belding High School	Belding Area School District	Ionia ISD
Benzie Central Sr. High School	Benzie County Central Schools	Traverse Bay Area ISD
Berkley High School	Berkley School District	Oakland Schools
Bloomfield Hills Andover High School	Bloomfield Hills Schools	Oakland Schools
Bloomfield Hills Lahser H.S.	Bloomfield Hills Schools	Oakland Schools
Boyne Falls Public School	Boyne Falls Public School District	Charlevoix-Emmet ISD
Brandon High School	Brandon School District in the Counties of Oakland and Lapeer	Oakland Schools
Caledonia High School	Caledonia Community Schools	Kent ISD
Caro High School	Caro Community Schools	Tuscola ISD
Cedar Springs High School	Cedar Springs Public Schools	Kent ISD
Central High School	Traverse City Area Public Schools	Traverse Bay Area ISD
Charlotte Senior High School	Charlotte Public Schools	Eaton ISD
Chesaning Union High School	Chesaning Union Schools	Saginaw ISD
Chippewa Valley Adult and Mohegan Alt. Educ.	Chippewa Valley Schools	Macomb ISD
Chippewa Valley High School	Chippewa Valley Schools	Macomb ISD
Clarenceville High School	Clarenceville School District	Oakland Schools
Community High School	Ann Arbor Public Schools	Washtenaw ISD
Cooley High School	Cadillac Area Public Schools	Wexford-Missaukee ISD
Da Vinci Institute (9-12)	Da Vinci Institute	Jackson ISD
Dakota High School	Chippewa Valley Schools	Macomb ISD
Davison High School	Davison Community Schools	Genesee ISD
Dearborn High School	Dearborn City School District	Wayne RESA
DiAnne M. Pellerin Center	L'Anse Creuse Public Schools	Macomb ISD
Dollar Bay High School	Dollar Bay-Tamarack City Area Schools	Copper Country ISD
Edsel Ford High School	Dearborn City School District	Wayne RESA

Low-Use Schools Continued

Edwardsburg High School	Edwardsburg Public Schools	Lewis Cass ISD
Farmington High School	Farmington Public School District	Oakland Schools
Fordson High School	Dearborn City School District	Wayne RESA
Freeland Middle School/High School	Freeland Community School District	Saginaw ISD
Galesburg-Augusta High School	Galesburg-Augusta Community Schools	Kalamazoo RESA
Glaza Building	Millington Community Schools	Tuscola ISD
Goodrich High School	Goodrich Area Schools	Genesee ISD
Grand Blanc Community High School	Grand Blanc Community Schools	Genesee ISD
Grayling High School	Crawford AuSable Schools	C.O.O.R. ISD
Grosse Ile High School	Grosse Ile Township Schools	Wayne RESA
Harper Creek High School	Harper Creek Community Schools	Calhoun ISD
Harrison High School	Farmington Public School District	Oakland Schools
Henry Ford Early College	Dearborn City School District	Wayne RESA
Henry Ford II High School	Utica Community Schools	Macomb ISD
Holt Senior High School	Holt Public Schools	Ingham ISD
Howell High School	Howell Public Schools	Livingston ESA
Hudsonville Freshman Campus	Hudsonville Public School District	Ottawa Area ISD
Huron High School	Ann Arbor Public Schools	Washtenaw ISD
Iron Mountain High School	Iron Mountain Public Schools	Dickinson-Iron ISD
Jenison High School	Jenison Public Schools	Ottawa Area ISD
John Glenn High School	Wayne-Westland Community School District	Wayne RESA
John Glenn High School	Bangor Township Schools	Bay-Arenac ISD
Kingsford High School	Breitung Township School District	Dickinson-Iron ISD
Lamphere High School	Lamphere Public Schools	Oakland Schools
Lapeer Community High School	Lapeer Community Schools	Lapeer ISD
Lee M. Thurston High School	South Redford School District	Wayne RESA
Leland Public School	Leland Public School District	Traverse Bay Area ISD
Leslie High School	Leslie Public Schools	Ingham ISD
Linden High School	Linden Community Schools	Genesee ISD
Manchester High School	Manchester Community Schools	Washtenaw ISD
Marine City High School	East China School District	St. Clair County RESA
Memphis High School	Memphis Community Schools	St. Clair County RESA
Midland High School	Midland Public Schools	Midland County Educational Service Agency
Newberry High School	Tahquamenon Area Schools	Eastern Upper Peninsula ISD

Low-Use Schools Continued

Niles Community High School	Troy School District	Oakland Schools
North Farmington High School	Farmington Public School District	Oakland Schools
Oceana High School	Shelby Public Schools	Mason-Lake ISD
Onaway Senior High School	Onaway Area Community School District	Cheboygan-Otsego-Presque Isle ESD
Oxford High School	Oxford Community Schools	Oakland Schools
Oxford Virtual Academy	Oxford Community Schools	Oakland Schools
Paw Paw High School	Paw Paw Public School District	Van Buren ISD
Pioneer High School	Ann Arbor Public Schools	Washtenaw ISD
Plainwell High School	Plainwell Community Schools	Allegan Area Educational Service Agency
Portland High School	Portland Public Schools	Ionia ISD
Roseville High School	Roseville Community Schools	Macomb ISD
Shepherd High School	Shepherd Public Schools	Gratiot-Isabella RESD
Skyline High School	Ann Arbor Public Schools	Washtenaw ISD
St. Clair High School	East China School District	St. Clair County RESA
Sturgis High School	Sturgis Public Schools	St. Joseph County ISD
Tawas Area High School	Tawas Area Schools	Iosco RESA
Thornapple Kellogg High School	Thornapple Kellogg School District	Kent ISD
Tinkham Alternative Education	Wayne-Westland Community School District	Wayne RESA
Warren Woods Tower High School	Warren Woods Public Schools	Macomb ISD
Waterford Mott High School	Waterford School District	Oakland Schools
Watervliet Senior High School	Watervliet School District	Berrien RESA
Waverly Senior High School	Waverly Community Schools	Ingham ISD
West Ottawa High School Campus	West Ottawa Public School District	Ottawa Area ISD
West Senior High	Traverse City Area Public Schools	Traverse Bay Area ISD
Western High School	Western School District	Jackson ISD
White Pigeon Jr/Sr High School	White Pigeon Community Schools	St. Joseph County ISD
Woodville Community Center	Western School District	Jackson ISD
Wylie E. Groves High School	School District of the City of Birmingham	Oakland Schools

Appendix H: High-Use Districts

AGBU Alex-Marie Manoogian School	Godwin Heights Public Schools	North Dickinson County Schools
Au Gres-Sims School District	Grand Haven Area Public Schools	Oakridge Public Schools
Bay City School District	Grandville Public Schools	Okemos Public Schools
Big Rapids Public Schools	Grosse Pointe Public Schools	Orchard View Schools
Boyne City Public Schools	Hazel Park, School District of the City of	Owosso Public Schools
Cadillac Area Public Schools	Holly Area School District	Pentwater Public School District
Carman-Ainsworth Community Schools	Hudsonville Public School District	Pinconning Area Schools
Clawson Public Schools	Laingsburg Community Schools	Potterville Public Schools
Climax-Scotts Community Schools	Lakeview School District (Calhoun)	School District of the City of Royal Oak
Decatur Public Schools	Lawrence Public Schools	Shelby Public Schools
East Grand Rapids Public Schools	Ludington Area School District	St. Clair County Intervention Academy
Elk Rapids Schools	Mason County Central Schools	Stockbridge Community Schools
Escanaba Area Public Schools	Mason County Eastern Schools	Troy School District
Evart Public Schools	Midland Academy of Advanced and Creative Studies	Union City Community Schools
Flushing Community Schools	Midland Public Schools	Wayne-Westland Community School District
Forest Hills Public Schools	Millington Community Schools	Yale Public Schools

Appendix I: High-Use Schools

School Name	District	ISD
Troy High School	Troy School District	Oakland Schools
Flushing High School	Flushing Community Schools	Genesee ISD
Riverview East High School	East China School District	St. Clair County RESA
Kalamazoo Central High School	Kalamazoo Public Schools	Kalamazoo RESA
North Dickinson School	North Dickinson County Schools	Dickinson-Iron ISD
Utica High School	Utica Community Schools	Macomb ISD
Pinconning High School	Pinconning Area Schools	Bay-Arenac ISD
Royal Oak High School	School District of the City of Royal Oak	Oakland Schools
Clawson High School	Clawson Public Schools	Oakland Schools
Bay City Central High School	Bay City School District	Bay-Arenac ISD
Lawrence Jr/Sr High School	Lawrence Public Schools	Van Buren ISD
Owosso High School	Owosso Public Schools	Shiawassee Regional ESD
Big Rapids High School	Big Rapids Public Schools	Mecosta-Osceola ISD
Holly High School	Holly Area School District	Oakland Schools
Stockbridge High School	Stockbridge Community Schools	Ingham ISD
Godwin Heights Senior High School	Godwin Heights Public Schools	Kent ISD
Mason County Eastern Junior High/High School	Mason County Eastern Schools	Mason-Lake ISD
Carman-Ainsworth High School	Carman-Ainsworth Community Schools	Genesee ISD
Oakridge Alternative & Adult Ed	Oakridge Public Schools	Muskegon Area ISD
East Grand Rapids High School	East Grand Rapids Public Schools	Kent ISD
AGBU Alex-Marie Manoogian School	AGBU Alex-Marie Manoogian School	Oakland Schools
Eisenhower High School	Utica Community Schools	Macomb ISD
Au Gres-Sims Middle and High School	Au Gres-Sims School District	Bay-Arenac ISD
Ferndale High School	Ferndale Public Schools	Oakland Schools
Cadillac Senior High School	Cadillac Area Public Schools	Wexford-Missaukee ISD
Orchard View High School	Orchard View Schools	Muskegon Area ISD
Boyne City High School	Boyne City Public Schools	Charlevoix-Emmet ISD
Elk Rapids High School	Elk Rapids Schools	Traverse Bay Area ISD
Mason County Central H.S.	Mason County Central Schools	Mason-Lake ISD
Lakeview High School	Lakeview Sch. District (Calhoun)	Calhoun ISD
Grandville High School	Grandville Public Schools	Kent ISD
H.H. Dow High School	Midland Public Schools	Midland County Educational Service Agency
Wayne Memorial High School	Wayne-Westland Community	Wayne RESA

High-Use Schools Continued

	School District	
Potterville High School	Potterville Public Schools	Eaton ISD
Escanaba Area Public High School	Escanaba Area Public Schools	Delta-Schoolcraft ISD
Evart High School	Evart Public Schools	Mecosta-Osceola ISD
Northern High School	Forest Hills Public Schools	Kent ISD
Midland Academy of Advanced and Creative Studies	Midland Academy of Advanced and Creative Studies	Midland County Educational Service Agency
Shelby High School	Shelby Public Schools	Mason-Lake ISD
Central High School	Forest Hills Public Schools	Kent ISD
Laingsburg High School	Laingsburg Community Schools	Shiawassee Regional ESD
Oakridge High School	Oakridge Public Schools	Muskegon Area ISD
Yale Senior High School	Yale Public Schools	St. Clair County RESA
Frederic School	Crawford AuSable Schools	C.O.O.R. ISD
Eastern High School	Forest Hills Public Schools	Kent ISD
Union City High School	Union City Community Schools	Calhoun ISD
Millington High School	Millington Community Schools	Tuscola ISD
Evart Alternative High School	Evart Public Schools	Mecosta-Osceola ISD
Farmington Central High School	Farmington Public School District	Oakland Schools
Grand Haven High School	Grand Haven Area Public Schools	Ottawa Area ISD
Decatur High School	Decatur Public Schools	Van Buren ISD
Grosse Pointe North High School	Grosse Pointe Public Schools	Wayne RESA
Hazel Park High School	Hazel Park, School District of the City of	Oakland Schools
Ludington High School	Ludington Area School District	Mason-Lake ISD
Grosse Pointe South High School	Grosse Pointe Public Schools	Wayne RESA
Athens High School	Troy School District	Oakland Schools
Hudsonville High School	Hudsonville Public School District	Ottawa Area ISD
Crossing Bridges Alternative	Oxford Community Schools	Oakland Schools
Pentwater Public School	Pentwater Public School District	Mason-Lake ISD
Okemos High School	Okemos Public Schools	Ingham ISD
Central High School	Grand Haven Area Public Schools	Ottawa Area ISD
Wenona Center Home of Wenona High/Middle School	Bay City School District	Bay-Arenac ISD
Phoenix Alternative School	Yale Public Schools	St. Clair County RESA