



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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GOVERNOR

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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

February 12, 2003

**MEMORANDUM**

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Update on the No Child Left Behind Act Activities and Information on State Board of Education's Responsibilities and Time Line

A brief overview of the No Child Left Behind Act of 2001 (NCLB) was provided to the State Board of Education at the May, August, September, October, and December 2002 meetings. January introduced a brief overview of NCLB committees to assist in developing the state's strategic plan to accomplish these performance goals:

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

A brief listing of the NCLB related activities accomplished by MDE staff and their field colleagues during December and January is attached. In addition, the updated list of major activities that must be accomplished related to No Child Left Behind is attached. The chart indicates required administrative and/or Board actions and anticipated collaborations with other state agencies and other key stakeholders. This list was excerpted from the Consolidated Application and is listed in chronological order. It does not represent a complete list of activities currently in process or what must be done in the future. It is a listing of the tasks delineated in the initial application as requested by the U. S. Department of Education (USED). Department staff has developed a more complete management structure to include a detailed listing of tasks, persons responsible, and projected timelines. This month's version includes additions in bold.

## **No Child Left Behind Updates: December - January 2003**

### **Grant applications completed, posted, or awarded:**

- Thirteen grantees received 21<sup>st</sup> Century Learning Center awards on January 13, 2003 to serve 46 schools. Information is posted to the website.
- The OPSS awarded 19 grants for the Improving Teacher Quality, Title II, Part A (3) competitive grant programs.

### **Grant Applications and Administration in Process:**

- Title I, Part B, Subpart 3, William F. Goodling Even Start Family Literacy Program - applications are due February 13.
- Comprehensive School Reform grant application is in process with a March 7, 2003 deadline for application submission.
- McKinney Vento Homeless Student Assistance grant criteria have been updated. The grant competition will be opened in March 2003.
- Reading First Round 2 dates are as follows: Technical Assistance was held on January 13, 14, 16, and 22, 2003. The Revised Grant Announcement and Application was posted on the web in December. The grant applications will be due February 28, 2003. A grant reviewer session will be held in on March 20, 2003. Funding decisions for Round 2 applicants will be announced in late April so newly funded districts can hire literacy coaches, order comprehensive programs, and schedule professional development beginning in August. Language Essentials for Teachers of Reading and Spelling (LETRS) Institutes for Round 2 personnel will be scheduled the week of June 23<sup>rd</sup> and August 5<sup>th</sup>.
- The next round of 21<sup>st</sup> Century Community Learning Center grant applications will be due mid-May, with technical assistance in early April.

### **Communications to Local Districts:**

- Staff has made many presentations to statewide groups and regions related to Education YES and its connections to AYP and NCLB.
- OFS staff members are preparing information on AYP for regional meetings in February, information is available on the website.
- All local school districts and public school academies have received a memo, which includes recommended Dispute Resolution process for issues involving homeless students. The development of this process is a requirement of the McKinney Vento Act.
- A complete list of McKinney Vento homeless student liaisons is posted on the OFS website.
- A letter related to the testing of Limited English students was posted to the MDE Website, January 15<sup>th</sup>.
- Staff made numerous presentations about Michigan's Reading First Grant to organizations around the state such as the Macomb ISD Curriculum Directors Retreat, the Governor's Education Summit, the Ingham ISD Curriculum Directors, the Michigan Reading Association Board of Directors, North Central Regional Educational Laboratory (NCREL), Oakland Schools Superintendents, Livingston ESA, the Reading Recovery

Conference, Oakland/Macomb/Wayne Curriculum Directors and Superintendents, Michigan Collaborative Early Childhood Conference. In addition, presentations are planned for MRA, IRA, Eaton ISD, and Marquette-Alger.

- The NCLB MDE website homepage had 2484 hits in December and 3913 in January.

### **Other Efforts in Development:**

- Staff worked to develop a response to the issue related to the testing of LEP students. A team met with representatives from the US Department of Education on Monday, February 3, 2003.
- The Accountability Workbook was completed and submitted on time, January 31, 2003. A peer review team met with an internal team to review Michigan's plan and provide feedback. Issues yet to be determined include clearly defining graduation rate, attendance rate, and a full academic year.
- The members have been appointed for the eight NCLB committees. Over 200 invitees received letters the week of February 10<sup>th</sup> and committee meeting dates are set.
- At their meeting in February, the Special Education Advisory Committee (SEAC) voted to delegate a committee to study and then make recommendations to the State Board of Education issues in NCLB that impact students with disabilities and, therefore raise policy concerns to be considered by the Board.
- The Michigan Reading First Management Team met January 20 to provide updates and "next steps." The next meeting will be held on March 18, 2003.
- CEPI will develop data collection for Uniform Management Information Reporting System (UMIRS) required under Title IV, Part A, Safe and Drug Free Schools.
- Safe and Drug Free Schools is beginning work on the 2002-2003 Title IV, Part A, Year-End Report Form. In addition, CEPI will provide correlated data for students whose achievement is being tracked in Reading First buildings through the DIBELS and ITBS assessments.
- As part of the federal requirement for a comprehensive prevention needs assessment, Office of Drug Control Policy/Michigan Department of Community Health has completed two studies. These studies in addition to other data available from the Michigan Department of Education, will guide the development of the Title IV, Part A performance measures.

1) A study entitled "Assessing Substance Abuse Prevention Needs in Michigan Counties: A Study Using Social Indicators." The report was jointly developed by the Michigan Department of Community Health and Research Triangle Institute (North Carolina). This report includes a county-by-county prevention assessment profile. (September 2002)

2) "Substance Abuse Prevention Service Providers in Michigan: Findings from the 2000-2001 Community Prevention Systems Assessment Survey." (September 2002)

Note: These studies were supported with other federal prevention funds available to the Dept of Community Health; no H.R. 1 funds were used.

- OPPS staff met with the Senate Education committee to provide information on the term, "highly qualified teacher."
- OPPS staff continues discussion with other MDE staff about the benefits and barriers of a statewide online professional development management system.

- OPSS staff is conducting field reviews on the drafts of the revised professional development vision and standards and the newly developed teacher induction/mentoring standards.
- OPSS staff continues work on the framework for professional ethics and development.
- OPSS is currently collaborating with CEPI and the Department of Information Technology (DIT) to contract work which will provide an interface of the CEPI Register of Educational Personnel and the MDE certification data-base to ascertain the number of teachers assigned out-of-field or employed in a teaching position without certification. The data are needed to respond to the federal requirement of having a highly qualified teacher in all classrooms by 2005-2006.
- OPSS and Center for Educational Performance and Information (CEPI) staff continue discussions about appropriate data to be collected relevant to the professional development of individual Michigan educators.
- The OPSS in collaboration with the OFS and education associations continues work on the ACT Work Keys assessment (the Michigan Test for Teacher Certification Basic Skills exam being the other assessment), for the purpose of determining qualified paraprofessionals.
- The NAEP testing of 257 public buildings and 60 non-publics, is in process with 30% of the selected districts being tested in the first three week window and 70% in the final three weeks, from January 27<sup>th</sup> to March 7<sup>th</sup>. NAEP staff is assisting sampled schools to work around MEAP dates. NAEP testing window is January 27 - March 4 and MEAP is January 27 - February 14.
- The Migrant Needs Assessment Committee is in the data-gathering phase of the project and the project is proceeding according to schedule.
- A state level advisory team met in November to determine the focus of the Community Service Grants and the definition of Persistently Dangerous Schools. Additional meetings with a subgroup will be held in the near future to complete the work.
- The 21<sup>st</sup> Century CLC Advisory committee met January 9, 2003.

**2002-2003 SCHOOL YEAR  
NO CHILD LEFT BEHIND TIME LINE**

Target Month/Year	Activity	Administrative	Requires Board Action
August 2002	A series of four or five regional meetings will be held throughout the state, to which interested educators and other parties will be invited, for the purpose of reviewing the recommended grade-level assignment of benchmarks developed by the summer work teams.	✓ (MDE and Treasury) (completed)	
August 2002	Submit the Teacher and Principal Training and Recruiting Fund (Title II, Part A, Subpart 3) selection criteria and request for proposals for approval by the SBE.		✓ (completed)
September 2002	A group of subject matter and assessment experts will be convened to review the recommendations of the summer work teams, as well as the comments and suggestions from the regional meetings. This group will make final recommendations to the Office of Educational Assessment.	✓ (MDE and Treasury) (completed)	
September 2002	An advisory group of subject area and assessment experts (e.g., content area professional organizations and universities) will review recommendations for each content area, regarding the appropriate grade level at which to assess each benchmark.	✓ (MDE and Treasury) (completed)	
September 2002	Guidance will be issued at the beginning of school year 2002-03 to inform LEAs that LEP students must be tested in all five domains of comprehension, reading, writing, speaking and listening. The guidance will also recommend a specific assessment, such as Woodcock-Munoz Language Survey, for LEAs that do not currently have an assessment program for English language proficiency.	✓ (in process)	
September 2002	Request for the Teacher and Principle Training and Recruiting Fund—subgrants to eligible partnerships (Title II, Part A, Subpart 3) proposals will be distributed and proposals received from applicants.	✓ (completed)	

September 2002	MDE will announce the competitive grant program for the Enhanced Education Through Technology (Title II, Part D) funds. <ul style="list-style-type: none"> <li>• MVU, Limits to Learning, approved 8/02; grants awarded in 10/02</li> <li>• MDE competitive, criteria to SBE 11/02; grants awarded in 1/03</li> </ul>	✓ (MDE and MVU) (completed)	✓ (approve criteria) (completed)
September 2002	MDE will apply for Title IV, Part A, section 4126 (Community Service Grants) and submit the specific information requested (i.e. time line, selection criteria and priorities). MDE will develop a plan in consultation with the Governor to apply for these funds.	✓ (Governor's Office and MDE) <b>(completed)</b>	✓ (approve criteria) <b>(completed)</b>
September 2002	Baseline data for teachers and paraprofessionals collected by CEPI (REP) will be reported.	✓ (in process)	
September 2002	Convene state-level professional organizations that provide professional development for the purpose of developing an updated vision of quality and seek commitment to align activities with high standards of professional development.	✓ (in process)	✓ (spring)
September 2002	MDE will electronically post and advertise areas of teacher shortage and will provide links to job placement services. CEPI through the REP will provide teacher shortage data.	✓ (in process)	

September 2002	<p>MDE will convene all key stakeholders in early Fall 2002 to set in motion the design and implementation of four state activities as described in section 2113 (c). The activities may include the following, but the various stakeholders will determine the specific activities in the fall. The final plan will support Title I programs.</p> <p>1) Developing systems to measure the effectiveness of specific professional development programs and strategies to document gains in student academic achievement or increases in teacher mastery in deep understanding of content;  2) Developing and assisting local educational agencies in the development and use of proven, innovative strategies to deliver intensive professional development programs;  3) Supporting activities that ensure that teachers are able to use challenging State academic content standards and  4) Establishing and operating a center that designs and carries out programs to improve teacher recruitment and retention.</p>	<p>✓ (in process)</p>	
September 2002	<p>Michigan will apply for a competitive grant under Title VI Flexibility and Accountability, Section 6112 to enhance its capability to serve and assess Limited English Proficient students and students with disabilities.</p>	<p>✓ (completed)</p>	
September 2002	<p>Complete review/revision of technology standards and align with the National Educational Technology Standards for Students developed by the International Society for Technology in Education in collaboration with U. S. Department of Education.</p>	<p>✓ (MDCD Lead)</p>	<p>✓</p>
September 2002	<p>Develop a process and tool for assessing the level of awareness and understanding by teachers of the technology content standards.</p>	<p>✓ (MDCD and MDE)</p>	
September 2002	<p>Develop an instrument to assess student level of proficiency at 8<sup>th</sup> grade for the technology standards by 2005 within the context of the curriculum.</p>	<p>✓ (MDE and Treasury)</p>	

September 2002	Linkage between Michigan's accreditation system and No Child Left Behind regarding achievement measures and levels will be put in place.	✓ <b>(completed)</b>	✓
October 2002	Conduct regional professional learning sessions on MDE's updated professional development vision and Standards by October 2003.	✓ (in process)	
October 2002	Begin development of performance targets and baseline data related to the five performance goals by May 2003.	✓ <b>(in process)</b>	
November 2002	Work with the field to determine how districts will meet the new requirements for Title I paraprofessionals. Recommendations for the required assessment will be made available.	✓ (in process)	
November 2002	A final document indicating at which grade levels specific reading/language arts and mathematics benchmarks will be assessed will be disseminated to school districts throughout the state. This document will form the basis for beginning to develop the grades 3-8 and high school the tests to be developed.	✓ (MDE and Treasury) (in pro✓cess)	
November 2002	A final set of assessment recommendations will be sent to each school district. The Michigan Departments of Treasury and Education will conduct regional meetings throughout the state, inviting interested districts, schools, and other persons to comment on the recommendations for assessing certain benchmarks at certain grade levels. Modifications may be made as a result of this process.	(MDE and Treasury) (in process)	
November 2002	The office administering the McKinney-Vento Act will develop a complete plan in the next six months to specifically describe how LEAs will become informed about the requirement and role of the staff liaison for students in homeless situations. It will describe the federal programs and other agencies that will be involved in developing and disseminating this information.	✓ <b>(completed)</b>	
November 2002	Peer-review and recommendations for funding of the Teacher and Principal Training and Recruiting Fund (Title II, Part A, Subpart 3) proposals will be made to the Superintendent of Public Instruction.	✓ <b>(completed)</b>	
December 2002	Funding awards of the Teacher and Principal Training and Recruiting Fund (Title II, Part A, Subpart 3) will be announced.	✓ <b>(completed)</b>	

January 2003	Awards for the Enhanced Education Through Technology competitive grant program should be made.	✓ (in process)	
December 2002	Grants for the 21st Century Community Learning Centers (CCLC) (Title IV, Part B) awarded. 103 applications requesting \$95 received (\$11 M available)	✓ <b>(completed)</b>	
September 2002	MDE will convene a forum to allow teacher preparation institutions to share information and demonstrate the features of alternative route teacher preparation programs offered for teacher certification. MDE will identify and make accessible modules and other resources to aid the achievement of instructional goals for student learning.	✓ (in process)	
December 2002	Data collected by CEPI for the Registry of Educational Personnel (REP) for schools in high poverty areas and those identified as in need of improvement will be audited by MDE against the License 2000 database in December 2002 to identify teachers who do not have the appropriate level certificate and endorsement for their teaching assignment or are employed in an approved area of teacher shortage under section 1233b of the Michigan School Code.	✓ (in process)	
December 2002	Develop and adopt standards for mentoring and induction of new teachers by March 2003.	✓ (in process)	✓
September 2002	Michigan will use state assessment data (MEAP and MI-Access) collected and housed by CEPI's STAR data to set baselines for Adequate Yearly Progress (AYP) as required by the federal statute. In addition, the state will collect and report the baseline data for its accountability system, Education Yes!, and provide this information to schools and LEAs.	✓ <b>(completed)</b>	✓
December 2002	Submit the first public accountability report to the U.S. Department of Education.	✓ <b>(completed)</b>	
September 2002	The SBE appointed Accreditation Advisory Committee will be meeting to make recommendations about the specific achievement measures and levels that will be used for the accountability system. The measurements and calculations will be completed and reported to schools and school districts.	✓ (in process)	✓ <b>(February)</b>

December 2002	Information on the percentage of Comprehensive School Reform schools that meet or exceed the proficient level of performance on State assessments in reading and mathematics will be available.	✓ (in process)	
September 2002	Develop a plan and associated materials for providing professional development for teachers and administrators about the technology standards and how to implement them within the context of their curriculum.	✓ (in process)	
September 2002	Begin to gather baseline assessment data on student proficiencies of the state technology standards.	✓ (MDCD in process)	
December 2002	Develop a time line and target percentages for students meeting technology standards.	✓	
December 2002	MDE and the Office of Drug Control Policy will complete a comprehensive needs assessment and then develop Michigan's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1.	✓ (MDE and Office of Drug Control Policy)	
January 2003	Provide to U. S. Department of Education how the State calculated its "starting point" as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.	✓ <b>(completed)</b>	
January 2003	Provide to the U. S. Department of Education MDE's definition of adequate yearly progress.	✓ <b>(completed)</b>	✓
January 2003	Provide to U. S. Department of Education the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which desegregated data are used and justify this determination.	✓ <b>(completed)</b>	
April 2003	MDE will continue to involve staff from the Governor's Office and the State Budget Office in the on-going development and implementation of Michigan's plan. MDE will submit to the Governor's Office and the State Budget Office a draft of the NCLB material (required to be submitted to the U. S. Department of Education by May 2003) for review.	✓ <b>(on-going)</b>	

May 2003	Submit the performance targets and baseline data related to the five performance goals.	✓ <b>(in process)</b>	
May 2003	A test development contractor will be employed to develop pilot assessments based on the recommended grade level alignment of benchmarks. Initial test development will focus on reading/language arts and mathematics. Test development will include not only new tests to cover those grade levels not currently included in the Michigan Educational Assessment Program (that is, grades 3 and 6) but may also include the revision of the current MEAP tests administered in grades 4, 5, 7, 8, and 11. The latter may be necessary because the current MEAP tests are cumulative; that is, the tests assess material covered in the grades leading up to the grade in which the actual testing occurs. Testing at every grade, 3-8 will allow content to be assessed that is more specific to each grade level by 2005-2006.	✓ (MDE and Treasury) <b>(in process)</b>	
September 2003	After consultation with MEAP, an advisory group of practitioners, and the Students with Disabilities Assessment Advisory Committee, data will be accumulated by CEPI through the Single Record Student Database and studied by the MEAP staff during 2002-03 school year to determine if it is feasible and necessary to administer the MEAP and MI-Access assessments in a language other than English.	✓ (MDE and Treasury)	
September 2003	MDE will convene an advisory group of stakeholders, including experts representing students who are special education students and LEP students, to produce a draft of English language standards during the 2002-03 school year. The draft of English language standards will be submitted to the State Board of Education and to the U. S. Department of Education for review by May 2003.	✓ <b>(in process)</b>	✓

September 2003	Department of Career Development will develop a CD-ROM tool for teachers to show the linkage of the six career pathways, the state's mathematics benchmarks, and the Secretary's Commission on Achieving Necessary Skills (SCANS) document for courses taught in the automotive fields. In development are links to standards for courses in construction, information technology, natural resources, and manufacturing. The tool provides an understanding for students and teachers of the content standards imbedded in the curriculum and also examples of how these standards are used in a real world context. These will be made available to mathematics and other academic teachers via a trainer-of-trainer session during Summer 2002, continuing with additional sessions statewide in the 2002-2003 school year.	✓ (MDE and Career Development) (in process)	
January 2003	MDE will develop a Department-wide process for determining whether or not all subgrantees are making satisfactory progress in meeting state and local goals by April 2003. (The CEPI student and performance data warehouse will be used to report the data. Contractor data for the 21 <sup>st</sup> Century Community Learning Grants will also be coordinated with CEPI. When it is determined that a subgrantee is not making satisfactory progress, MDE will implement a multi-step plan that will be developed during the next few months.)	✓ (in process)	✓
September 2002	The state will establish a Migrant Needs Assessment Committee comprised of key stakeholders from MDE, LEAs, parents, students, and other governmental agencies playing a key role in migrant education. The committee will guide a needs assessment correlating the academic goals of both general and migrant education programs with the current status of those goals by June 2003.	✓ (in process)	
October 2002	Collect data related to migrant education by March 2003.	✓ (in process)	

September 2002	Office of Field Services will establish an advisory group to address the educational goals and proficiency measures that are included in Title II, Part A (in June). The Group will identify the most effective methods for disseminating information to school districts that serve LEP students (e.g., workshops, conferences, manuals, web sites, etc.) The group will also assist in the development of annual measurable achievement objectives and a system to assure the accountability of subgrantees. The system will be developed and disseminated during the 2002-2003 school year.	✓ (in process)	
September 2002	MDE will utilize the existing criteria that rely on the impact of high inter- and intrastate mobility as an initial determiner of subgrants. Data gathered from statewide assessments and housed in CEPI's STAR and other indicators in 2001-2002 and 2002-2003 school years will assist in determining additional educational student needs not being met through other state, federal, and local programs. Additionally, an instrument will be devised to assist in determining issues faced by students who are monolingual and lacking in literacy skills as well. Following a review of the data, the MDE will consider an adjustment to the formula utilized for awarding subgrants to LEAs and other agencies by June 2003.	✓ (in process)	✓
Ongoing	The Office of Field Services will review parental and community participation in the On Site Review process. The Office will develop a list of practices that are effective in various types of communities.	✓ (in process)	