MICHIGAN Department of Education

ANNUAL REVIEW

2016-2017

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

Dear Michigan Education Stakeholder,

I am pleased to present you with the 2016-17 Annual Review for the Michigan Department of Education (MDE). This report is intended to highlight the continuing work of the MDE and our many partners throughout the state to accomplish our shared goal of making Michigan a Top 10 state for education within the next 10 years.

The 2016-17 school year was productive for the MDE and Michigan's education system. Work on implementing the state's Top 10 in 10 vision began in earnest, in part through the submission of Michigan's plan for the Federal Every Student Succeeds Act (ESSA). Michigan's ESSA plan will align the use of the state's federal funds in support of the Top 10 in 10. Several "transformation zones" were established, in which the Top 10 in 10 vision will be implemented with fidelity and the results analyzed for transferrable lessons to benefit all schools and districts.

Through collaborative efforts with Governor Rick Snyder and the State School Reform Office, as well as local school district and community leaders, we established signed Partnership Agreements with nine school districts in which one or more schools was slated for closure, ushering in a new era of partnership and cooperation.

Contained within this report are details about those activities and other efforts underway to support Michigan's students, schools, and families. Additionally, this report includes a number of measures that have been established to monitor our progress towards becoming a Top 10 state. Baseline data on each of these measures has been provided.

With the support and direction from the State Board of Education, the MDE continues to move forward. We welcome the partnership and support from both the Governor and members of the state legislature, and all of the stakeholders who have contributed to our work, through participation on committees, providing input through surveys, and in the work they do each day to provide a Top 10 education to the 1.5 million students, and their families, who are served by Michigan's public education system.

Together we will put Michigan on the map as a premier state for education.

Sincerely,

Brian J. Whiston
State Superintendent

STATE BOARD OF EDUCATION

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EXECUTIVE SUMMARY

The 2016-2017 school year saw great progress towards building Michigan into a Top 10 education state in 10 years. No matter where students live, they should have access to the same high-quality educational opportunities as any other student in Michigan. Likewise, teachers across the state should have equitable opportunities to learn and excel in their profession no matter where they live.

Michigan must ensure that each and every child can read and do math, be a creative thinker and problem-solver, and be an informed, open-minded, and engaged citizen in our society. To become a Top 10 education state, Michigan needs to have a coherent system with a challenging curriculum, then give it ample time to work.

Building from the foundation of the past year's work to identify key goals and strategies for this vision, implementation began in earnest to craft a strategic plan to accomplish those goals and strategies.

Implementing the Top 10 in 10

The Michigan Department of Education (MDE), in partnership with internal and external stakeholders, identified the mission and vision and four key focus areas that would aid in organizing the implementation effort.

Learner Centered Supports – supporting learning, through development of quality systems for deeper learning, personalized learning, differentiated supports, an aligned curriculum, and feedback for learners.

Effective Education Workforce – ensuring that all learners have equitable access to excellent educators through development of new educators and leaders, support for practicing educators and leaders, and equity across the system.

Strategic Partnerships – working collaboratively with partners in support of school districts, parents, families and community, the post-secondary, higher education, and workforce systems, and other state government and public and private external organizations across shared goals to support the whole child

Systemic Infrastructure – addressing seven key components of the existing infrastructure: governance, resources, quality standards, professional learning and technical assistance, data and evaluation, monitoring and accountability, and communication to create a cohesive system working in support of the other focus areas.

Because of the magnitude of work underway at MDE, it is not possible to capture every initiative in this report. Examples of just some of the current efforts and accomplishments are provided.

Measuring Michigan's Progress

The Top 10 in 10 vision is built upon identifying measures that will show that Michigan has reached its goal of becoming a Top 10 education state. This year, work began to define those measures, both state-to-state comparisons and within-state metrics aligned to the Top 10 in 10 Goals and Strategies. This section includes baseline data across six key indicator areas: Early Learning; Exit-Ready; Engagement; Effective Educators; Equity; and Efficacy, which will serve as the starting point for measuring progress in future years. The information in the report is supplemented by an appendix that includes detailed student proficiency and growth data for all student demographic groups.

Michigan's Every Student Succeeds Act (ESSA) Plan

The reauthorization of federal education law as the Every Student Succeeds Act (ESSA) provided Michigan the opportunity to align its federal plan for education with the goals outlined in the Top 10 in 10 vision. An extensive outreach and engagement process spanning nearly a year, with input from thousands of stakeholders, culminated in the submission of Michigan's ESSA plan in April 2017. The plan details the use of federal funds in support of Michigan's vision for assessment, accountability, systems of supports, professional learning, and funding and is aligned to the Top 10 in 10 goals.

Customer Service

MDE continued in its commitment to being a service-oriented public agency, promptly and effectively responding to those it serves on a daily basis – educators, parents, students, child care providers, state and federal policymakers, media, and the general public. MDE leadership and staff are knowledgeable and best-equipped to bring helpful assistance, information, and targeted training to schools, community groups, the legislature, and advocacy organizations on key education policy and issues that affect education from early childhood to college and career.

The State Board of Education, State Superintendent Brian Whiston, and the entire team at the Michigan Department of Education encourage all Michigan citizens to become informed and engaged in Michigan's goal to become a Top 10 education state in 10 years. It is through transparency, dialogue, collaboration, and action that everyone can work together to do what is best for Michigan's children and Michigan's future.

The electronic version of this report includes links (indicated by blue, italicized text) to related online content. Key points in various sections are bolded for emphasis. Please visit ***http://www.michigan.gov/mde*** to access the electronic version.

TOP 10 IN 10

VISION AND MISSION

MICHIGAN'S VISION

Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

MICHIGAN'S MISSION

Support Learning
And Learners.

VALUES/GUIDING PRINCIPLES

In order for Michigan to become a Top 10 education state within10 years:

- Michigan must develop a coherent and cohesive strategy for the children, and implement that plan with continuity for multiple years. Education reform takes time; we must implement, use evidence and data to correct course, and continue with progress on key goals.
- A "Can-Do Culture" that focuses on student-directed learning and student outcomes and the work on instruction, must take priority.
- Data and accountability must be used to help drive resources and focus improvement activities for students and educators. Attention will be on transparency in support of key goals for the entire system to make Michigan a Top 10 state for education.
- Poverty matters, not to be used as an excuse, but as a purpose to design a Michigan system of education that motivates and excites all children about learning, keeps them in school, and provides them with hope and knowledge for a successful future. Michigan must design its supports and systems in a way that recognizes and appropriately addresses the needs of students in poverty.

DEVELOPING A STRATEGIC PLAN

In the 2015-16 school year, the MDE, the State Board of Education, students, parents, educators, administrators, local districts, intermediate school districts (ISDs), and other education stakeholders worked on creating a set of goals and strategies to make Michigan a Top 10 education state in the next 10 years. The purpose of this work was to design an educational system that engages our children (prenatal through post-secondary education) in a meaningful way by finding, through research and evidence-based approaches, what works best and implementing a plan consistently over time.

The strategic plan serves all education stakeholders listed above as a conceptual action plan for Michigan as we work to become a Top 10 education state in 10 years. That stakeholder input, along with additional feedback provided during the interim, strongly recommended that MDE not focus on new programs, policies, or methods similar to work in the past, but rather, provide an improved overall method of support that extends beyond compliance and monitoring. MDE needs to think systemically and target its efforts where need is the greatest, while celebrating and sharing the success of those not requiring assistance.

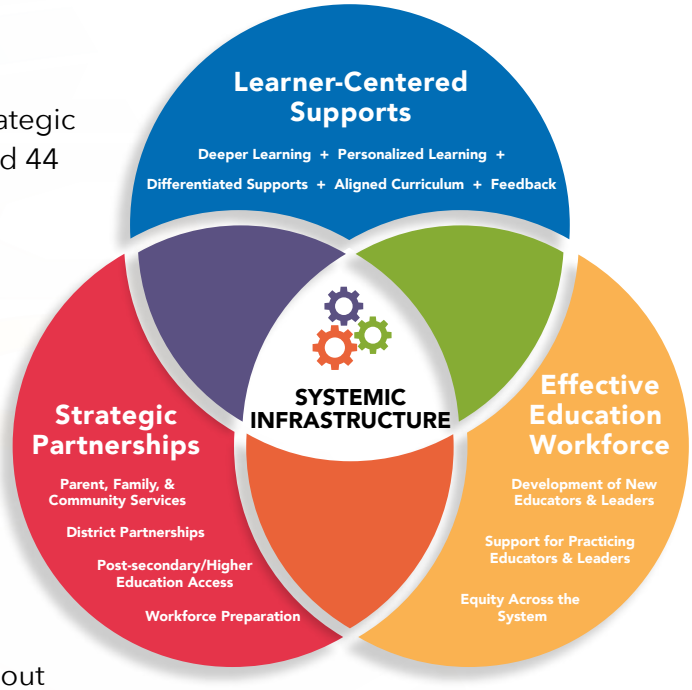
Michigan's Strategic Plan for becoming a Top 10 education state in 10 years contains the following seven goals:

1. Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.
2. Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.
3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.
4. 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.
5. Ensure that parents/guardians are engaged and supported partners in their child's education.
6. Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.
7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

In addition to these goals, the plan includes ***44 strategies*** that provide a roadmap for achieving the goals.

IDENTIFYING FOCUS AREAS

In the initial effort to implement the Top 10 in 10 strategic plan, in 2016-17 MDE organized the seven goals and 44 strategies into four main Focus Areas.



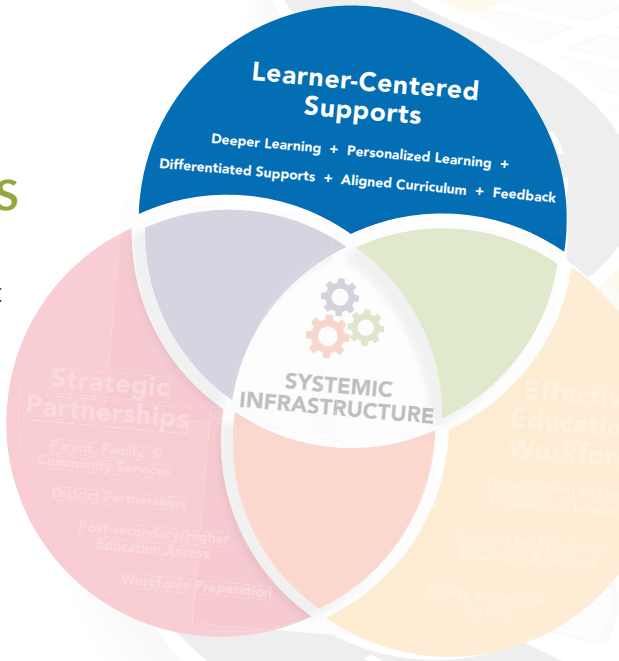
The focus areas, in simple terms, are:

- **Learner-Centered Supports:** These supports include a variety of strategies, integrated into five main components that will specifically support the student or learner – the primary point of focus for Michigan's entire education system.
- **Effective Education Workforce:** Michigan recognizes that the primary support for student learning is the educator, and that we cannot build a quality education system without having an effective education workforce that is well prepared and supported.
- **Strategic Partnerships:** Michigan's educational infrastructure is not relegated just to schools and teachers, but rather includes a variety of stakeholders who will need to collaborate to support our children. In order to succeed as a state, we need all of these partners to work together to accomplish our goals and vision.
- **Systemic Infrastructure:** All systems need an infrastructure in order to run. Stakeholders have spoken, identifying weaknesses in our infrastructure from the building and classroom level up to the state education agency. The infrastructure is also the structure that is necessary to support any of the three other focus areas, and the individuals and organizations addressed by each.

ALIGNMENT WITH THE GOVERNOR'S 21st CENTURY EDUCATION COMMISSION REPORT

In January 2016, Governor Rick Snyder announced the creation of the ***21st Century Education Commission***. The Commission is comprised of educators and administrators across all levels of the education system, including Superintendent Brian Whiston and several members of the State Board of Education, along with representatives from the business community, labor, and non-profit organizations. Commission members worked through the year to produce a ***February 2017 report*** that spelled out nine principles intended to improve education in Michigan.

The Commission's final report was informed by the Top 10 in 10 goals and strategies and in many sections is strongly aligned to it. While the efforts were independent, many common themes, as well as parallel next steps and direction for action, are contained within the two guiding documents. It is MDE's intent to work with all stakeholders to jointly implement those areas where alignment is found.



TOP 10 IN 10 IMPLEMENTATION EXAMPLES

Because of the magnitude of work underway at MDE, it is not possible to capture every initiative in this report. Examples of just some of the current efforts and accomplishments are provided.

FOCUS AREA: LEARNER-CENTERED SUPPORTS

Michigan aspires to become a state in which all of our graduates are prepared to be competent global citizens successful in the workforce and society. In order to attain this goal, all of our students will need to have equitable access to learner-centered education environments that are academically challenging and personalized.

To support learning, the educational system needs to develop quality systems around five key components: deeper learning, personalized learning, differentiated supports, aligned curriculum, and feedback (for learning).

Deeper Learning – learning about content and skills that go beyond recall and focus on problem solving, critical thinking, and engagement with content on a deeper level.

MDE staff have begun aligning the work of personalized learning with concepts of deeper learning, but work will be more fully identified in the 2017-2018 school year as the MDE begins efforts with regional partners, including identifying the appropriate policy mechanisms to use to support deeper learning in our classrooms. In the meantime, the MDE has continued to support deeper learning through ongoing initiatives.

Additional work in support of deeper learning is underway with the refresh of the 2009 ***Michigan Education Technology Standards for Students*** (METS-S), which will elevate critical thinking and creativity, computational thinking, and innovative design integrated into the content areas.

Personalized Learning – learning that is individualized to the learning styles and interests of each learner. This allows for multiple pathways through the educational system and process, and allows the student to direct their own learning.

- Working in partnership with the Michigan Association of Intermediate School Administrators (MAISA) and its General Education Leadership Network (GELN), the MDE has begun work specifically in support of **competency-based learning**, which is one way to help personalize student learning.

  Competency-based learning looks at how students acquire and demonstrate mastery of content by area, as opposed to by grade or by level, and allows students to progress through their education at a more tailored pace. MDE has begun the work of identifying competencies based on the existing state academic standards. This work, coupled with tagging of the competencies, will allow teachers and students to be able to identify a variety of ways that a student can complete work leading to mastery of standards. No two paths have to be identical. Students can benefit from project-based learning, one-to-one learning, and out-of-school learning. All methods lead to a demonstration of mastery of the competency through qualified staff in order to assure that the student has mastered content and is ready to advance to other work.

The tagging also will allow for the accumulation of competencies in order to award credit at the high school level. Students will progress through the competencies at their own pace using a variety of learning models.

- The MDE also supports helping students individualize their career choices through differentiated approaches and the ability to earn **credit while still in high school**—be it through career and technical education, Advanced Placement or International Baccalaureate coursework, or participation in dual enrollment or Early/Middle Colleges. The MDE supports all of these pathways and has expanded its reach by:
  - increasing the number of Early/Middle Colleges from two to 128;
  - including a focus on advanced coursetaking in the Every Student Succeeds Act transparency dashboard; and
  - providing support for six Career and Technical Student Organizations that provide 32,000 students with opportunities to compete regionally, statewide and nationally and gain valuable leadership skills by becoming officers within the organizations.

Differentiated Supports – learning supports that acknowledge the diversity of learning needs and challenges of each learner, and provide individualized supports as needed.

- The MDE Office of Special Education (OSE) provides oversight and administration of the ***Michigan School for the Deaf (MSD)***. The current enrollment of MSD is 172 students who are deaf or hard of hearing. The MSD supports communication needs and is bilingual in the use of American Sign Language. Approximately 70 students reside in the on-site dormitory Monday through Friday.
- MDE's Low-Incidence Outreach program provides statewide support for students who are blind or visually impaired. This program converts reading materials to braille and creates adaptations to various materials for all grades. These resources are part of an extensive MDE lending library.
- MDE oversees Camp Tuhsmeheta (ToUcH, SMEll, HEar, TAste) located in Greenville, Michigan - a facility designed to make camping accessible to the blind and visually impaired. Activities include swimming, hiking, archery, crafts, and camping (tents and dormitory style). Camp attendance averages approximately 1,000 students annually.
- MDE supports the Michigan Integrated Mathematics Initiative that provides professional development and math resources for middle school students with disabilities.

Multi-Tiered System of Supports (MTSS)

MDE is in the process of creating a practice profile of Multi-Tiered System of Supports (MTSS). This practice profile will outline the philosophy and guiding principles, define the core features, and identify indicators that adult behaviors are in place to support a fully functioning system. In Spring 2017 a draft of the philosophy, guiding principles, and core component definitions was shared with groups of stakeholders within several ISDs. A semi-structured interview process was used to collect data that will be coded to identify common themes. This information will be used to inform the completion of the practice profile. In Fall 2017 the practice profile will undergo usability testing in two ISDs and within multiple districts and buildings that are supported by those ISDs. Through this process, MDE will ensure that quality MTSS guidance and resources are being shared with the field.

Aligned Curriculum – a coherent and developmentally appropriate learning sequence that addresses quality learning standards.

While curriculum is a local decision, the MDE continues to work on the development and adoption of **high-quality learning standards** that outline what all Michigan students know and should be able to do, and to implement **meaningful assessments** that provide feedback to educators, parents, students, and stakeholders. A key focus for the MDE is to consider how these two elements can support high-quality instruction in Michigan's classrooms.

- Implementation of legislation related to kindergarten-3rd Grade education through the work of the ***Early Literacy Initiative*** at the MDE. The Early Literacy Initiative is carrying out the recommendations of the Governor's Third-Grade Reading workgroup by implementing research-based instructional practices and district support systems to ensure that all children are able to read by third grade.
- Continued development of resources for educators in early literacy and mathematics that demonstrate alignment of Michigan State Board of Education-Adopted Learning Expectations (Grade Level Content Expectations for K-3) for children from birth through age eight.
- Initial development of a resource for educators on K-3 Components of Quality for Classroom Environments that are aligned to those existing within Michigan State Board of Education–Adopted Early Childhood Standards of Quality for infants/toddlers and pre-kindergarten children.
- Work to implement the **new science standards** is ongoing, including training educators on the standards, developing new assessments, and looking at the potential for new forms of certification or teacher preparation that may be required to fully implement those standards.
- During the past year, the MDE has continued the development of **Social Studies Standards**. The MDE is collaborating with a broad coalition of stakeholders to produce draft standards to help improve social studies education for Michigan students while balancing various perspectives on these topics.
- MDE supports the provision of the ***Surveys of Enacted Curriculum*** (SEC) – a web-based tool that provides K-12 content area teachers with consistent data on both current instructional practices and the content being taught in their classrooms. The SEC's comprehensive data analysis and reporting tools help district and building level teams to align classroom instruction with state standards.
- Review and revision of selected Career Technical Education (CTE) instructional programs by MDE's Office of Career and Technical Education (OCTE) Standards in Education Process (STEP) workgroup is underway to ensure alignment with corresponding community college instructional programming.

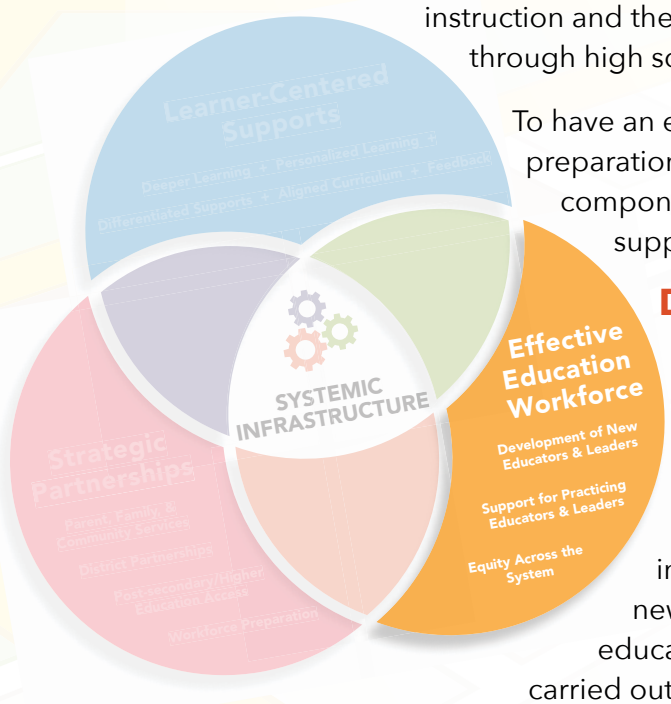
Feedback (for Learning) – appropriate information for each learner that will help them adapt their learning approaches and understandings in order to improve learning outcomes.

- The MDE has been working with a group of stakeholders to personalize for Michigan the work of noted education author Joellen Killion. A framework has been created and scenarios for various feedback groups are in development. The first step with the feedback model will be work within the MDE. The model will be more broadly shared when the scenarios are completed and a wider range of stakeholders have provided input.

- In addition, a document titled "Feedback for Learning: A Framework for Creating and Sustaining a System-wide Culture of Educational Improvement and Innovation" is being created by the MDE to support the professional learning and use of this transformational practice.

FOCUS AREA: EFFECTIVE EDUCATION WORKFORCE

Michigan desires to ensure that all learners have equitable access to excellent educators. Within this context, "educators" is an inclusive term that refers to all staff who deliver, lead, and support instruction and the learning environment for students from early childhood through high school and beyond.



To have an effective education workforce, Michigan's educator preparation and support system will need to address three key components in this area – the development of new educators, support for practicing educators, and equity across the system.

Development of New Educators – the ongoing efforts to develop the educator pipeline to ensure that quality individuals are entering the profession, and that they are developing the appropriate competencies to support their practice in the field.

The MDE works diligently with educator preparation institutions and school districts to prepare and develop new educators and leaders. During 2016-17, several major educator effectiveness initiatives related to new educators were carried out by the MDE, including:

- streamlining the placement process for educators and providing flexibility to meet local needs through the development of a new, dynamic permit system that encourages district programs and experts from the field to support local classrooms
- researching and implementing, in partnership with **Educator Preparation Programs** (EPPs) and K-12 systems, several residency-based clinical programs
- revising the requirements for alternative route to teaching programs, in order to better reflect high expectations for teacher quality
- establishing a pathway for endorsement for experienced teachers from First Nations
- developing of better quality assessments for incoming educators
- working with the state legislature to lift the assessment fee cap
- adopting the SAT Career/College ready benchmark as the teacher candidate basic skills examination
- implementation of a new survey for cooperating teachers to measure the skills of teacher candidates they oversee

- updating state standards for multiple EPPs (Health and Physical Education, English as a Second Language and Bilingual), and the revision of Elementary Education Standards and the corresponding educator assessment to reflect higher expectations for literacy instruction
- piloting a new national accreditation process for EPPs
- supporting development of quality early childhood educators through the eight Michigan colleges currently pursuing accreditation and another pursuing reaccreditation, funded by Early Childhood Associate Degree Accreditation grants from ***The Michigan Association for the Education of Young Children (MiAEYC)***
- exceeding goals to increase the number of family and group home providers accessing higher education opportunities through the ***T.E.A.C.H. (Teacher Education And Compensation Helps®) scholarship***
- providing training opportunities for educators around required instructional standards, assessment, student performance, and classroom management and teaching techniques, including training specifically targeted for new CTE teachers

Support for Practicing Educators – the acknowledgment that the role of educator is developed and constantly improved over time through experience and professional learning opportunities.

The MDE recognizes the value of experienced educators and has worked diligently to create and support professional learning opportunities for educators to expand pathways for advancement in the profession. This year the MDE saw unprecedented levels of engagement from active educators serving on stakeholder groups and responding to outreach for feedback to guide state policy initiatives, including throughout the development of the state's ESSA plan.

- To support the work of districts, schools, and educators in the implementation and continuous improvement of the state's **educator evaluation systems**, MDE staff worked throughout the 2016-17 school year to design and deliver resources, including outreach and professional development through the coordination of regional educator evaluation liaison efforts, an educator evaluation webinar series, and presentations at numerous conferences and meetings across the state to address issues related to educator evaluation system compliance, design, and implementation.

#ProudMIEducator Campaign

Michigan's Proud Michigan Educator (#proudMIeducator) campaign was launched in September 2016. The campaign has been shared with more than 100,000 Michigan teachers, school leaders, and citizens with a message of educator appreciation. Originally inspired by Michigan's Equity Plan, the campaign seeks to support the prestige of the education professions by recognizing the incredible efforts of educators across our state, and by contributing to improvements in educator morale and retention.

Eight video vignettes recognizing educators were released during the 2016-2017 school year. Three additional videos are prepared for release during the summer. These videos, plus blog posts and other information, can be accessed at ***www.michigan.gov/proudmieducator.***

- In 2016-17, the MDE ***promulgated rules*** and developed a mechanism through which entities can seek to gain placement of an evaluation model on the state-approved list of educator evaluation tools. MDE staff members support educators who contact the department with evaluation-related questions or concerns and frequently convene stakeholder groups to help build capacity and alignment around these topics throughout the state.
- The MDE also has developed several informational and guidance documents and aids for school administrators conducting educator evaluations using state and local assessment and growth data. These resources are available online at ***http://www.michigan.gov/mde-edevals***. Work is underway to create a professional development series addressing educator evaluation systems and student growth measurement, through an exciting collaborative effort involving MDE, the Michigan Education Association (MEA), and many of the state's education organizations.
- The MDE has established a research agenda with stakeholders and the Regional Educational Laboratory to research and implement strategies for educator effectiveness in Michigan, and initiated and funded research practice partnerships with Northern Michigan University, Marzano Research, and Ray, Taylor and Associates, to study educator evaluation implementation in the state. This ongoing effort strives to identify best practice in educator evaluation as well as the barriers that districts face as they seek to implement high quality evaluation systems.
- Continued internal collaboration among MDE offices aims to identify ways to authentically integrate educator evaluation into school improvement processes, curriculum and pedagogical processes, assessment systems, and capacity/sustainability–building through the creation of a professional development continuum. To that end, MDE is supporting districts that pursued the competitive U.S. Department of Education (USED) Teacher and School Leader Incentive Program (TSL) grant through partnership in developing and writing portions of the grant application.

Other current MDE efforts to support practicing educators at all education system levels include:

- support for early childhood educators through the Race to the Top-Early Learning Challenge grant
  - this year the MDE provided funding to the MiAEYC T.E.A.C.H. Michigan Scholarship Fund to support early childhood educators achieving an 85 percent increase in appropriate credentials to be a lead teacher in Michigan's Great Start Readiness Program (GSRP)
  - with such success, MiAEYC has expanded the support to assistant GSRP teachers, which will ultimately improve the quality of early learning and development programs, GSRPs, and all other early learning and development programs statewide
- appointment of the Library of Michigan's K-12 Education Specialist who supports Michigan's K-12 educators by providing information about the no-cost, vetted digital resources available for teachers and students from the Michigan eLibrary (MeL) and informs how those resources can be incorporated into the classroom curriculum

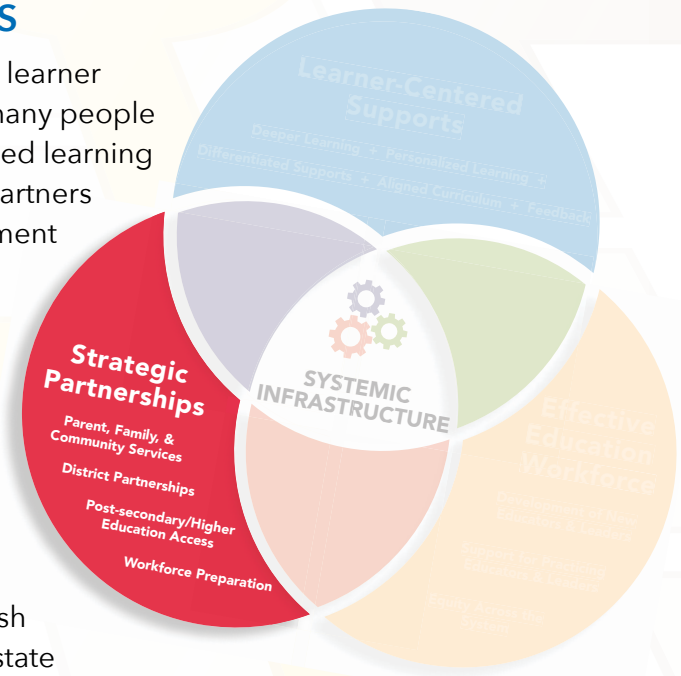
  - MeL's Education Specialist provides, at no charge, in-person or webinar professional development (PD) throughout the state and also presents and exhibits at education conferences
- provision of an assessment literacy campaign for educator development
- the development of draft indicators for quality professional learning that is based on the State Board-approved ***professional learning policy***

Equity Across the System – the need to ensure that all learners have equal access to quality educators, and that educators have the needed appropriate support, resources, and work environments to appropriately teach their students. The MDE recognizes that equity requires us to have an overall system focused on effective educators and to pay specific attention to how we actively get the most effective educators in front of students who need them the most.

- Michigan's ESSA plan includes specific attention to educator equity, building on the work of the state's ***Plan to Ensure Equitable Access to Excellent Teachers***.
- Through the partnership district work, the MDE recognizes that districts with the greatest needs must have access to the greatest supports, including access to the best educators. The Partnership District team is working individually with these districts to identify talent management needs and to craft individualized solutions.
- Equity and Student Access has been identified as a new initiative that aligns with MDE's Strategic Plan. This work is in the process of being defined.

FOCUS AREA: STRATEGIC PARTNERSHIPS

Michigan believes that strategic partnerships improve learner outcomes. Educating learners is the work and joy of many people who provide experiences and relationships within varied learning environments. Strong partnerships happen when all partners are engaged authentically and hold a shared commitment around identified needs.



These partnerships include direct work with Michigan's school districts and ISDs, supporting parents and families through collaborations around the needs of the whole child beyond the educational experience, and collaboration with partners outside of the P-12 education system to facilitate students' transitions for post-secondary/ higher education and workforce success. To accomplish these efforts, MDE has joined forces with many other state agencies and external partner organizations and institutions.

District Partnerships – MDE partners with school districts to support challenges in implementing efforts to fidelity and to learn how to better support these districts.

- The MDE has partnered with three ISDs to work collaboratively around selected initiatives from the Top 10 in 10 Strategic Plan. Lenawee ISD, Saginaw ISD, and Ingham ISD, along with partners from the State Implementation and Scaling Up of Evidence Based Practices (SISEP) Center, have joined MDE in developing infrastructure and capacity around our use of effective learner-centered supports through a **Transformation Zone** approach. The initial focus is on implementing MTSS as an evidence-based practice as identified and defined by MDE and education stakeholders.
- **Intermediate School Districts** (ISDs) serve as key partners in a number of MDE's efforts, including pupil accounting and auditing functions, coordination of professional learning, school improvement, literacy, data initiatives, provision of special education, career and technical education, early childhood programs, and support for partnership districts, to name just a few. The joint efforts between MDE and the ISDs are coordinated through regular meetings between the MDE and the Michigan Association of Intermediate School Administrators (MAISA) leadership teams.

Partnership Model

This year, the MDE embarked on a new path to help districts make success a reality for their lowest performing schools by implementing an education ***Partnership Model***. This model is designed to help districts draw on an array of technical expertise and resources and partner with stakeholders to help improve schools. The focus on implementing "partnerships" to help improve student achievement is a primary element of the Top 10 in 10 Strategic Plan and Michigan's ESSA Plan. Local and state supports are harnessed to help the district provide each student with the access and opportunity for a quality education.

The districts invited to participate in the Partnership Model were those that contained one or more of the 38 schools across the state that had been slated for closure by the School Reform Office (SRO). Partnership agreements have been signed with Benton Harbor, Bridgeport-Spaulding, Detroit Public School Community District, Eastpointe (formerly East Detroit), Kalamazoo, Muskegon Heights, Pontiac, River Rouge, and Saginaw. An additional Public School Academy was identified as a potential partnership district, but was not one of the final signing districts.

The districts, with MDE, the local ISDs or RESAs, and other stakeholders, including the SRO, had an aggressive timeline to complete the Partnership Agreements, which include goals, strategies, and activities to support the unique needs of each district. The model calls for districts to take the lead in developing, implementing, and evaluating the goals, benchmarks, strategies, and activities included in their agreements. Districts will provide progress reports at 18 months on intermediate measures; then, at 36 months, they will demonstrate improved academic outcomes and improved outcomes on other measures. MDE Liaisons and cross-office experts provide continuous support as needed to help ensure district success.

- The MDE established a full time equivalent (FTE) position within the department to provide dedicated E-rate support to maximize federal funding available to Michigan's school districts and libraries through the Universal Service Fund.
    - In fiscal year 2016, Michigan schools and libraries were committed to receive over $68 million in E-rate funds. These funds are intended to be used for applicants' internet access and connectivity within the building/campus. To maximize E-rate funds, the MDE and its strategic partners provided technical assistance and professional learning.
    - The Michigan State Education Network (MISEN) successfully orchestrated and submitted a highly intricate consortium E-rate application. The MISEN was committed $9.53 million for FY16 in Category One E-rate funds for the state fiber backbone segments.

Parent, Family, and Community Services – collaborations with individuals and organizations that support the whole child.

- As part of the ongoing effort to address the challenges brought on by the Flint water emergency, the MDE has worked with local, state, and federal partners to **support the children and families of Flint**.
    - MDE, in coordination with the local Genesee Department of Health and Human Services (DHHS) offices and the Flint Early Childhood Partnership, worked to expand Child Development and Care (CDC) access to children in Flint (age birth to three years) by amending the eligibility criteria and purchasing 244 slots in two high quality early learning programs. In May of 2016, 660 children were being served through the modified eligibility criteria.
    - As of March 21, 2017, 61.98% of children served by Early On® in Genesee ISD (GISD) lived in the zip codes affected by lead-tainted Flint water (n= 463 of 747), thus eligible for services using state funds.
    - For FY 2017, GISD enrolled a total of 488 children with eligibility under the state preschool funds designated for Flint.
    - MDE is working collaboratively with the National Let's Move Salad Bars to Schools initiative to target salad bars for schools in the affected zip codes.
    - Beginning in September 2016, child care providers and centers with children affected by the emergency started serving fresh fruits and vegetables as one of the required snack components and received additional reimbursement for these efforts. As of May 2017, funding dispersed for these child care providers equated to 205,209 fresh produce snacks served to children.
    - MDE and the Michigan Department of Health and Human Services (MDHHS) partnered to provide additional food assistance benefits for families affected by the emergency. Additional nutrition education and assistance for budgeting these food dollars will be provided by Michigan State University (MSU) Extension through December 2017.
    - MDE funding provided improved Summer Food Service Program (SFSP) assistance to reach more children in Genesee County.

- MDE provided support for a Food Bank of Eastern Michigan to partner with Flint Community Schools (FCS) to offer the SFSP when FCS is closed.
- MDE supported funding for MSU to develop a free mobile application to help Flint residents locate healthy food offerings, through pantries, mobile markets, or permanent retailers. The application will be released in the summer of 2017.
- MDE supported additional nutrition education and summer camp opportunities through the YMCA of Flint for children in Genesee County affected by the water emergency.

- MDE provided $2.5 million in funding to 15 **Great Start Collaboratives** (GSCs) to implement home visitation programs in support of improving parenting techniques and promoting family health. Training and continuous quality improvement, provided through the Michigan Public Health Institute along with incorporating these grants into the broader context of home visitation throughout the state, was launched in September 2016.
- MDE works with 54 local GSCs that are connected to ISDs and include one or more **Great Start Parent Coalitions** to promote the importance of family engagement. Each GSC is charged with overseeing the planning, implementation, and ongoing improvement of an infrastructure designed to support a local, comprehensive early childhood system. The collective mission of the GSCs is to ensure that all Michigan children enter school safe, healthy, and eager to succeed in school and life. Each GSC commits to a set of activities designed to assess community capacity and challenges, to develop strategic plans to improve services for children from birth to age five and their families, and to increase local understanding and involvement in this issue. In addition, priority is placed on engaging parents in local efforts through parent involvement in the GSC and the development of local Great Start Parent Coalitions.

  The Great Start Parent Coalition Trusted Advisors Grant is focused on reaching the hardest-to-reach families, to teach parents about the importance of early learning and development.
- MDE's Race to the Top Family Engagement Consultants will be working on family engagement techniques with child care providers and families for whom they provide care.
- MDE hired a Home Visitation Specialist in April 2017 to oversee the state-funded home visitation programs to ensure selection of evidence-based programs. The specialist also is engaged with the Michigan Home Visitation Initiative activities for continuous quality improvement as well as in strategizing continuing supports for the workforce.

Parent Engagement Toolkit

The MDE has identified, compiled, and disseminated evidenced-based practices on effective parent outreach and engagement, as well as family English as a Second Language (ESL)/literacy programming. Training will take place starting in 2017-18 in local educational agencies on how to implement such practices and evaluate their impact on increasing parent engagement and student achievement. The practices will be included in the MDE's ***parent engagement toolkit***, "Collaborating for Success," posted on the MDE website.

- The Michigan Alliance for Families, funded through Michigan's federal Individuals with Disabilites (IDEA) funding, is a statewide resource to connect families of children with disabilties to resources to improve their children's education.
- As a result of multiple state partners' involvement in the Governor's Defending Childhood Initiative, the MDE Office of School Support Services (OSSS) School Health and Safety unit developed and provided trauma training for educators. The training included a toolkit and handouts.
- In the field of social emotional learning, through the leadership of OSSS/School Health and Safety staff, Michigan became a partner state in the **Collaborating States Initiative** with the Collaborative for Academic Social Emotional Learning.
- MDE OSSS/School Health and Safety unit has partnered with the MDHHS Adolescent and School Health to provide leadership and support with the Michigan Model for Health, Child and Adolescent Health Centers, regional school health coordinators and other school health initiatives and with MDHHS Children's Mental Health to lead the Michigan Safe Schools/ Healthy Students initiative, Project AWARE, and Michigan Health and Education Partnership, providing training for mental health instructors.
    - The Michigan Health and Education Partnership continues to gain momentum and partners – it now has more than 70 state and local–level partners who collaborate to best support all needs of all Michigan students and families.

Post-secondary / Higher Education Access – partnerships with institutions that support educator development and are the next transitional stage in learning for those leaving the P-12 system.

The MDE is committed to expanding the number of statewide articulation agreements with community colleges and four-year institutions to provide post-secondary credit for advanced high school coursework in CTE, providing technical assistance to schools to increase the amount of Early/Middle College programs being offered statewide, advocating for additional funding to work closely with counselors and the Michigan College Access Network to implement a career-readiness system in local districts, and providing information to promote options other than four-year degree opportunities for students. A few examples of work currently taking place are provided below.

- MDE's OCTE offers Early/Middle College Workshops on "How to Get Started" and provides technical assistance continually through a partnership with the Michigan Early Middle College Association funded through the Mott Foundation. This partnership has been providing technical assistance to new Early/Middle Colleges for more than 15 years.
- OCTE staff are assigned to support and develop state-wide articulation agreements that benefit students across the state for easy transfer of post-secondary credits earned in high school.
- OCTE works closely with the Michigan Department of Technology, Management, and Budget, Center for Education Performance and Information (CEPI) to share data on the success of dual-enrolled and Early/Middle College students. The number of Early/Middle Colleges has continued to expand since 2006.

- OCTE completes a follow-up survey of CTE students after they have graduated. In 2016, 96% of CTE students were continuing their education, employed, or both. Of the 78% of students who reported they were in post-secondary education or advanced training, 56% were earning a bachelor's degree.
- MDE's Head Start State Collaboration Office provides continued leadership for Michigan's EarlyEDU team, which focuses on providing high quality, **online early childhood degrees** to the early childhood workforce. Mott Community College and Central Michigan University partner in this work, with the goal of ultimately providing an online 2+2 bachelor's degree option. Mott also created an online Child Development Associate Credential and enrolled a cohort of high school students in their CDA program. The high school students received their CDA and college credits before graduating from high school.

Workforce Preparation – partnerships to support the transition for learners from the classroom to the workplace.

The MDE supports the recommendations from the Governor's Talent Investment Board and will collaborate with the Michigan Department of Talent and Economic Development (TED) and its Workforce Development Agency to implement the suggestions. The OCTE has assisted TED with access to schools, and CTE administrators to promote the ***Going-Pro Campaign***. A few examples are noted below about on-going efforts to support work-based experiences for high school students.

- The Governor's Office and the State Superintendent have been promoting CTE instruction as a viable instructional option for all Michigan students.
- Several annual events showcase CTE students and their work: a ceremony each spring honoring students who have been recommended by their teachers as outstanding students who have completed a CTE program that is non-traditional for their gender; the CTE Showcase at the state Capitol at which CTE students from around the state set up displays to show and tell the skills they have learned in their CTE Program; and the Michigan Women's Commission program (in collaboration with OCTE) entitled, "Young Women, Strong Leaders," a conference held on a different college campus each year that provides female college students with an opportunity to hear from women in leadership positions and develop mentoring relationships.

Michigan Career Pathway Alliance

In June, State Superintendent Whiston and TED Director Roger Curtis presented to Governor Snyder a set of ***recommendations to help close the talent gap*** and bring greater focus and alignment with professional trades careers. The Michigan Career Pathway Alliance received input from educators, parents, students, and job providers regarding challenges and concerns surrounding career exploration and job readiness. The recommendations from the Alliance included expanding and strengthening CTE statewide through a series of approaches, including curriculum changes, increased collaboration between educators and employers, and added resources for students to discover and prepare for potential opportunities. Supt. Whiston issued an ***Executive Directive*** for MDE to begin implementing those recommendations not requiring legislative action.

- Michigan's Youth Employment and Child Labor Law regulation specialist is embedded in OCTE to ensure safety of minor students across the state and those participating in Work-based Learning experiences in their CTE Programs. The specialist works closely with the U.S. Department of Labor as well as schools and employers to ensure that students are safe while on the job.
- OCTE staff attend the monthly Michigan Works! Directors meetings to facilitate communication between educators and workforce development personnel.
- MDE's Office of Special Education (OSE) provides funding for professional development to support educators in assisting student and young adults with disabilities as they transition through school to achieve their post-school goals.

Partnership with Other State Agencies and External Organizations – The MDE works closely with many partners to carry out its responsibilities. These partners include multiple state agencies that work with the MDE on efforts to collect and report school data, supporting schools in academic or financial distress, designing and promoting new career–readiness opportunities, promoting student health, and much more. External partners include the many state education associations that provide input to the MDE and represent the voice of their members who serve as frontline educators, administrators, and partners in the state education system.

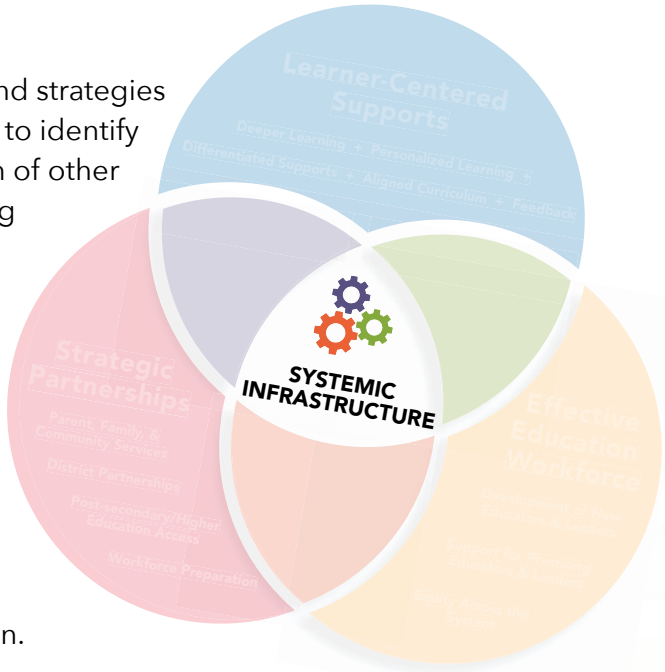
- MDE engaged an internal/external stakeholder group to re-evaluate, update, and strengthen the antiquated funding formula for the GSRP.
- The Office of Great Start and CEPI collaborated on new early childhood-focused MI School Data reports, funded by the Race to the Top-Early Learning Challenge grant. The reports are entitled "Early Childhood Impact on K-3 Absenteeism" and "Kindergarten Pathways." The Kindergarten Pathways report illustrates the number and sequence of state-funded early childhood programs in which children participated before entering Kindergarten.

Building a Better Child Care System

In late 2015 and early 2016, the Office of Great Start partnered with Public Sector Consultants to gather input on the state of child care in Michigan. The final report ***Building a Better Child Care System: What Michigan Can Do to Help More Parents and Children Access Quality Care***, is now available and contains results and recommendations for improving access to quality child care. Items that are currently being implemented: a child care provider rate increase, based on level of quality to help move provider payments closer the recommended 75th percentile of the market rate; increasing program entrance eligibility level for program eligibility to 130% of the federal poverty level; securing funding to help providers cover the cost of new criminal history check requirements under federal regulations; and increasing funding for T.E.A.C.H. scholarships to help providers receive a higher quality rating. In addition, MDE has been collaboratively working with the MDHHS on project ReForm to reduce the size of the State of Michigan's assistance application, which is expected to be available statewide in January 2018.

- Michigan's Special Education Advisory Committee (SEAC), an advisory body to MDE and the State Board of Education on matters related to special education in the state, meets monthly. SEAC's mission is to support opportunities for all students in Michigan, especially those with disabilities.
- MDE OSE staff members participated on the Governor's Special Education Reform Task Force and are working to carry out recommended reforms for Michigan's special education system to help special needs children reach their full potential.
- MDE's Office of State Aid and School Finance (SASF) has continued to work collaboratively with the MDE Office of Education Improvement and Innovation and the Michigan Department of Treasury to better understand the roles for each agency in **assisting school districts and public school academies identified as in potential financial stress** under provisions of the Early Warning Legislation enacted in 2015. The goal of this effort is to prevent the district/academy from going into deficit while addressing academic concerns. Through collaborative meetings of the partners and increased reporting requirements, the number of districts that were declared to have financial stress decreased from 18 in 2015-16 to seven in 2016-17.
- MDE's Office of Child Development and Care implemented a pilot model, in coordination with the Head Start State Collaboration Office, to ensure that Early Head Start-Child Care Partnership grantees could offer high-quality full-year, full-day opportunities for low income infants and toddlers.

FOCUS AREA: SYSTEMIC INFRASTRUCTURE



As MDE staff began the process of implementing the goals and strategies of the Top 10 in 10 plan, a root cause analysis was conducted to identify actions and strategies that would support the implementation of other strategies. This analysis identified the development of a strong systemic infrastructure within the MDE, and its collaboration and partnership with other organizations in the system, as a key driver for success in achieving the Top 10 in 10 goals.

To establish a strong systemic infrastructure that supports the other focus areas of the strategic plan, the MDE and collaborative partners in the state education system will need to address seven key components of the existing infrastructure: governance, resources, quality standards, professional learning and technical assistance, data and evaluation, monitoring and accountability, and communication.

Detailed work has begun within the MDE to design the internal and external practices, procedures, and protocols needed to build a comprehensive and cohesive infrastructure system for three of these seven components: data and evaluation; communication; and professional learning and technical assistance. Additional components of the systemic infrastructure will be addressed through this process in 2017-18.

Governance – establishing set protocols and decision-making practices that are based on data and other relevant information, and aligned with other initiatives.

- Through its partnership with the Center for SISEP as part of the implementation of the State Systemic Improvement Plan (SSIP), the MDE has adopted a new ***Way of Work*** approach that guides the implementation of all major initiatives, "defined effort," within MDE. This model provides for strong cross-office coordination and collaboration, maintaining consistent processes for all aspects of the effort, including identification and allocation of resources, mechanisms for communication, definition of data and evaluation protocols, and provision of professional learning and technical assistance supports, both internally and externally.

- In July 2015, Superintendent Whiston announced the creation of the MDE **Innovation Council,** comprised of individuals from across the state representing local educators, superintendents, ISD pupil accounting auditors, the private sector, and subject matter experts from the MDE. The role of the council is to assist local public school districts and ISDs by serving in an advisory and problem solving capacity for innovative proposals, reviewing proposals for innovative projects and making recommendations for action to the State Superintendent, developing a legislative agenda in support of increased innovation, and gathering and disseminating information regarding flexible and creative programming in education.

  During the 2016-17 school year, eighteen districts submitted proposals to the council for review. The council advised most of the districts in how they could use, to their advantage, already-existing flexibilities in state law or policies to implement the requested program. One proposal required a waiver from the MDE to implement the requested program. Additionally, the council conducted "Office Hours" webinars and had representation at several conferences to provide updates to the field, highlight local examples of innovation, and consult with practitioners to answer questions. Plans are underway to continue to expand the advisory role of the council through an updated application that is intended to streamline the process. Schools and districts interested in submitting a proposal to the council for consideration can find more information on the ***Innovation Council website***.

Resources – determination of appropriate allocation of resources to address priority needs; and the management of financial and human resources and the workload to support appropriate implementation efforts.

- The MDE has implemented an **Internal Reorganization** plan in several areas of the agency to better align internal functions to the work outlined in the Top 10 in 10 and ESSA plans.

Several changes have been enacted already, including the establishment of a Chief Deputy Superintendent position charged with coordinating work across all divisions of MDE, and the creation of the Office of P-20 Data and Information Management, responsible for coordinating MDE's data resources. As part of the restructuring, the divisions overseen by each of the three deputy superintendents were realigned to further strengthen connections across joint efforts within MDE.

The MDE has also established internal protocols to fully align decision making around budgeting and prioritization of efforts. Major decisions are made with input and review from all MDE divisions and checked for alignment with Top 10 in 10 goals and strategies in order to provide better consistency for schools and districts from all areas of the department.

During the next year, additional organizational changes are planned, seeking to centralize internal financial functions, support the Partnership District work, and provide overall support to schools and districts.

Quality Standards – establishment of a set of core expectations around practices and processes that support desired outcomes within the system.

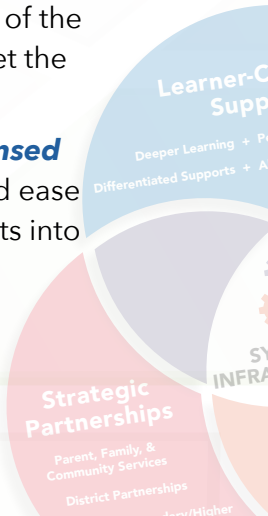
Great Start to Quality - Michigan's quality rating and improvement system that supports early childhood programs and providers in their efforts to improve their programs while helping families find and choose quality programs that meet their children's needs. Participation in the system is voluntary, with additional resources and service made available to participating providers. Provider participation in GS2Q was up to 40% in 2016, which is an increase from the previous year participation rate of 20.3%.

Child Care Great Start to Quality Participation in 2017

Program Type	Total Number of Programs Statewide	Empty Star	1 Star	2 Star	3 Star	4 Star	5 Star
Child Care & Preschool Centers	3,626	1,547	2	49	676	1,220	132
Group Child Care Homes	1,642	984	35	131	437	36	19
Family Child Care Homes	3,167	2,221	87	290	534	23	12
Total Programs:	**8,435**	**4,752**	**124**	**470**	**1,647**	**1,279**	**163**
Total 3, 4, and 5 Star Programs					**3,089**		

Professional Learning and Technical Assistance – recognition that a key role of the state education agency is to support learning and program implementation in ways that meet the desired learning outcomes for students.

- MDE has created and populated a ***centralized Michigan repository for openly-licensed educational resources (OER)***, which generates savings through increased use of, and ease of, access to OER, diverting funds from the purchase of curricular resources by districts into professional learning and other district and classroom priorities.



- MDE has developed and populated a framework of **core knowledge and competencies** for caregivers and educators of children ages birth through age eight. Professional learning opportunities are being aligned to the framework. Websites are being developed to allow educators to access the professional learning opportunities regardless of their current role in the system. This system will help to bridge the birth through grade 3 continuum for educators.
- MDE will use the newly-created **MTSS Practice Profile** to implement the necessary professional learning, technical assistance, and coaching needed in the Transformation Zone. Implementation Science practices will be used to inform effectiveness of the professional learning opportunities and activities.

Data – use of relevant information and data to make informed decisions.

- As part of the internal reorganization involving the creation of the Office of P-20 Data and Information Management, the MDE is building a **governance structure around its data** systems. The governance structure will coordinate efforts with other state agencies, ISD consortium data hubs, higher education institutions, and other organizations. The effort will ensure that all stakeholders have access to relevant data resources to make appropriate decisions for Michigan's Top 10 in 10 plan.
- The MDE has undertaken internal efforts this year to inventory Systemic Infrastructure assets and to identify data collections, system interfaces, and reporting efficiencies that will continue to improve service to districts and schools. The inventory will allow a "collect once, use many times" approach to data collection and use. We have also continued to collaborate with other state agencies and the data hubs to leverage federal and state investments in systems to provide quicker and easier access to state data with less burden to connect local systems to these data. Our vision is to improve educational outcomes by increasing awareness of, removing barriers to, and enhancing use of technology, data, and information in support of Michigan's comprehensive education system.
- The MDE will transition to an **online waiver application**, created this year, to be used by district personnel when requesting the Post-Labor Day start waiver. One of the driving factors behind this change was the need to address an increased interest by districts in seeking the waiver, which would allow the district to begin their instructional year prior to Labor Day. The transition aided MDE staff in their ability to review requests in a timely and consistent way, and opened the door to examine other applications that would benefit from an online format.

  The MDE Office of State Aid and School Finance (SASF) has since streamlined the application and review process for several other waiver requests processed by the office, including: the Common Calendar Waiver, Alternative Count Day Waiver, Schools of Choice Waiver, Additional Forgiven Days Waiver, and the Travel Time Waiver. An online application provides the ability to track requests more efficiently, and provides a means to expedite the process and corresponding response time. These waivers are essential to districts in providing the necessary local flexibility to adapt to a shifting educational landscape. As districts continue to seek innovative means to provide a meaningful education to students, the ability to receive timely responses to their requests has become essential to their operations.

- MDE SASF staff works closely with CEPI in the development, testing, and analysis of data collection through several systems including the Financial Information Database and the Michigan Student Data System. Data collected through these systems plays a critical role in education funding, analysis of financial activity and condition, and other financial and non-financial functions of the MDE.
- The MDE has been engaged in a cooperative partnership with the Michigan Pupil Accounting & Attendance Association (MPAAA) for the past several years. The MPAAA promotes best practices and provides training related to data management and attendance accountability in public schools in Michigan.
- The MDE has been dedicated to enhancing technology integration by administering the **Technology Readiness Infrastructure Grant (TRIG)**, which was used to create a framework that supports the interaction between learners, educators, strategic partners, and the systemic infrastructure. This framework provided the successful implementation of online assessments and "Any Time, Any Place, Any Way, Any Pace" learning. The grant structure delivered long-range efforts that built a sustainable, systemic infrastructure of ubiquitous access, actionable data, and personalized learning for students and educators across Michigan. With the aid of the legislative vision and funding, the leadership of the MDE and their partners, and the collaborative efforts of educators across the state, the TRIG program has successfully prepared Michigan schools to transition to online assessments. A ***full legislative report*** outlining the details of the grant program can be found online.

Monitoring and Accountability – review of program implementation in the field, and application of expectations with consequences, so people and organizations within the education system address expected outcomes or practices.

In an effort to create a neutral and impartial state complaint investigation process, and to make necessary changes to remove any appearance of a potential conflict of interest, this year, the Office of Special Education made revisions to the procedures of how a ***state complaint investigation*** is to be conducted. State Complaints are part of the IDEA requirements pertaining to options for Dispute Resolution the state is obligated to provide, to ensure the appropriate provision of a Free Appropriate Public Education for all eligible students with a disability.

Communication – sharing of relevant data and information to ensure consistent messages and practices within the system and to ensure that all parties are aware of necessary actions to move forward.

- Many MDE offices provide regular email updates on key areas of interest to specific stakeholders. Topics of these electronic mailings are wide ranging – from updates on school nutrition and health or early childhood programs to official policy memos from the State Superintendent. View the full list of available topics and sign up to receive MDE updates or manage existing subscriptions at ***https://public.govdelivery.com/accounts/MIMDE/subscriber/new.***

- In June, MDE launched the ***MiEducator Showcase website***. The site is a peer-to-peer hub where Michigan educators will be able to learn about successful education practices and how they are being implemented across the state. To help educators discover relevant practices, the website is fully searchable by several data fields, including topical keyword tags and alignment to the Top 10 in 10 focus areas. With this information, users of the site can both locate and evaluate submitted practices that may be effective for their learners. Educators then are encouraged to contact the submitting peers directly to learn more about the implementation of the practice.

  MDE currently is recruiting Michigan P-12 educators to submit their high-quality practices to the site. Broader marketing of the site will commence in the coming year when the site has a larger inventory of submitted practices.

- Increased **visits to local schools and districts** by MDE leadership continued in 2016-17, with each office director and other members of the leadership team encouraged by Superintendent Whiston to make the visits a part of their routine work throughout the year. MDE's executive team and office directors visited more than 130 school districts in 2016-17, including the 46 personally visited by Superintendent Whiston. In addition, Statewide Library Services staff in the Library of Michigan visited more than 70 local libraries in 2016-17.

- In an effort to disseminate information more broadly and aid schools and districts in their work, MDE staff present at conferences across the state, and beyond, on topics ranging from technical aspects of new MDE policies to sharing information and gathering input from stakeholders in the development of state initiatives, such as ESSA or the Top 10 in 10. Joint conferences provide opportunities for MDE staff to provide information to their members and gives attendees detailed audience-specific updates on a regular basis.

  The MDE hosts or convenes numerous conferences each year, on various aspects of early childhood education, career and technical education, school improvement, education and talent, literacy, promoting diversity, school nutrition and health, and more.

Each Thursday, the MDE distributes two important email updates

MDE Official Weekly Communication
Sent to all local and ISD superintendents, PSA directors and authorizers, state educational leaders, stakeholders, and others who have signed up to receive these updates. In addition to timely information on MDE programs, all official MDE memos are shared first in the Weekly Communications, and are archived on the MDE website at ***http://www.michigan.gov/mdememos***

Spotlight on Student Assessment and Accountability
Provides weekly updates throughout the school year related to Michigan's Assessment and Accountability system, including notice of important deadlines, available resource and training materials, reporting requirements, and more. Archived copies of Spotlight are available at ***http://www.michigan.gov/mde-spotlight***

HOW WILL WE KNOW WE ARE A "TOP 10" EDUCATION STATE?

If Michigan is to become a "Top 10 Education State," we need to identify what that means. There are a variety of metrics that are currently used to compare various factors and outcomes among all of the states, but each focuses on very different things. Just as a learner's knowledge and skills should not be measured by a single assessment, the strength of our education system cannot be determined through a single score or rating. In order to better gauge the education system in Michigan, our progress will be assessed in six broad areas, utilizing multiple comparative measures to benchmark progress. Information provided on the following pages reflects the most current data available at the time the report was created.

MEASUREMENT AREAS:

The six measurement areas include:

Early Learning – Metrics addressing inputs and outcomes for early learners focusing on foundational learning and skills, such as proficiency in literacy and numeracy.

Exit Ready – Metrics addressing outcomes for learners as they leave the PK-12 system into post-secondary learning and careers.

Engagement – Metrics that illustrate broad considerations for how learners are engaged in learning and school, and how parents, educators, and community members partner with each other to support learning opportunities.

Effective Educators – Metrics for both inputs and outcomes that look at the educational workforce, including quality of educators and the capacity to develop a strong educator workforce for years to come.

Equity – Metrics examining inputs, factors, and outcomes that ensure equitable opportunities for learning and teaching, and illustrate the equitable provision of services and supports across the state.

Efficacy – System metrics that evaluate the ability of Michigan's educational infrastructure to impact student outcomes and support implementation of strategies to ensure intended outcomes for learners.

TYPES OF METRICS:

State-to-State: Comparisons are measures that allow for state-to-state comparison of equally-defined and collected measures.

State/Local Level: Allows us to examine progress on programs and initiatives that are specific to efforts in Michigan. District and school data is important to address implementation at the ground level across the state education system.

EARLY LEARNING

EARLY LEARNING metrics are often difficult to identify through outcomes, so a range of indicators will be identified with initiatives to provide more of a picture of efforts to address in our Top 10 Focus Areas, including the following:

Early Learning Access: Michigan's Great Start Readiness Program, as well as state participation in federal child care grant programs that provide access to early learning for Michigan's young children. National Institute for Early Education Research rankings for states will be included.

National Institute for Early Education Research (NIEER) - 2016

15th	N/A	15th	24th
4-year-old Programs	3-year-old Programs	State Spending	All Spending

Data available at: http://nieer.org

Student Engagement in Early Grades: While Michigan's overall school attendance in grades K-3 is relatively high, nearly 1 out of 7 students are chronically absent (missing 10% or more enrolled days of school) in these grades.

94.2% Overall Attendance

14.4% Chronically Absent

Combined rates across grades K-3 for 2015-16 school year Michigan public schools. See mischooldata.org for additional data.

Early Literacy and Mathematics: Early learner outcomes on state and national assessments can be used to gauge learner progress in key areas, such as early literacy and mathematics concepts.

46.0% of 3rd graders proficient on M-STEP English Language Arts (ELA) in 2015-16.

45.2% of 3rd graders proficient on M-STEP Mathematics in 2015-16.

See the MDE Annual Review Appendix for M-STEP and MI-ACCESS-FI Performance in all grades and sub-groups.

The National Assessment of Educational Progress (NAEP) 4th grade reading and mathematics statewide comparisons will be reviewed for progress each year. Baseline rankings are shown.

2015 National Assessment of Educational Progress

4th Grade Reading	4th Grade Mathematics
MI - 29% Proficient	MI - 34% Proficient
National Average - 35% Proficient	National Average - 39% Proficient

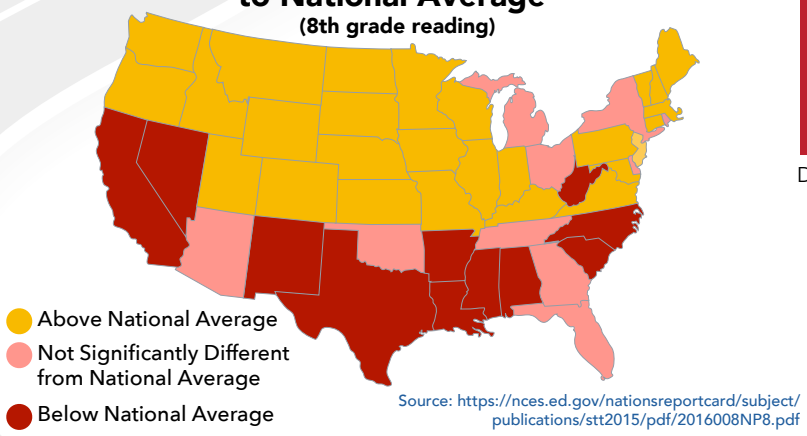
Data available at: http://nces.ed.gov/nationsreportcard/

EXIT READY

EXIT READY metrics focus on opportunities and outcomes for students transitioning to career or college after high school. This ensures that Michigan learners graduate high school with appropriate skills and understanding to succeed with whatever post-secondary choices they pursue. Metrics to reflect this focus include:

National Student Assessments: The *National Assessment of Educational Progress* (NAEP) or "The Nation's Report Card" is used in 8th grade (with a sample of students across the state) to gauge proficiency in reading and mathematics as students prepare to transition to high school. This metric will be used to gauge Michigan's progress over time. Baseline rankings for 2015 are shown below.

Comparison of 2015 Average NAEP Scores to National Average
(8th grade reading)



Source: https://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008NP8.pdf

8th Grade Reading
MI - 32% Proficient
National Average - 32% Proficient

8th Grade Mathematics
MI - 29% Proficient
National Average - 32% Proficient

Data available at: https://nces.ed.gov/nationsreportcard/

The *SAT* is Michigan's assessment for Career and College Readiness. 2016 was the first year using the SAT in this capacity. Michigan's 11th grade students take the SAT as a part of their statewide assessment, and can utilize SAT results for college admission purposes.

1,001
2016 SAT Combined
(Mathematics and Evidence-Based Reading + Writing)
MI Average Score
34.9% Ready for College

494
2016 SAT Mathematics
MI Average Score
37% Ready for College

507
2016 SAT Reading/Writing
MI Average Score
60% Ready for College

79.7%
2016
Graduation Rate
(% students graduating in 4 years)

Graduation Rate: Graduation rates for 4, 5, and 6 year cohorts provide information on what percentage of students (overall, or within subgroups) complete their secondary education.

CTE Completion: Students taking Career and Technical Education (CTE) coursework are to complete professional certifications to step directly into careers or career-track programs in higher education.

Learning that works for Michigan
CTE®

37,143
Completers* of CTE coursework in 2015-16

* - "Completer" students have successfully completed required credits and coursework for their designated area of study. Source: MDE

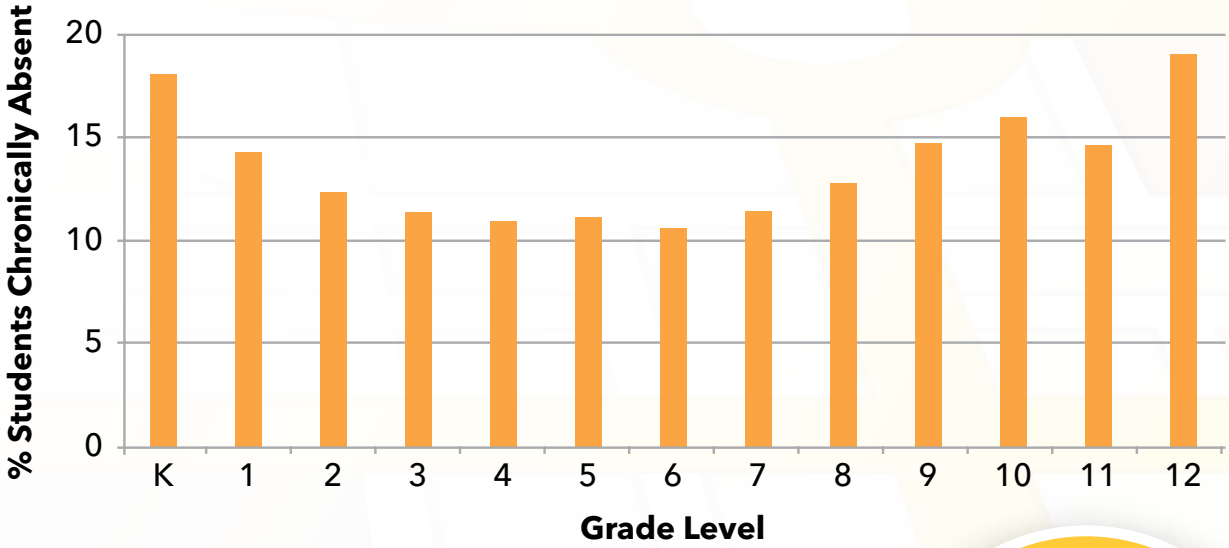
ENGAGEMENT metrics can be used to reflect the underlying principle of the Top 10 Goals and Strategies that learner success depends on being fully present and engaged in the learning environment. While there are several program specific metrics that will likely be included in future consideration, the following metrics provide a baseline for measuring the opportunity to engage as well as engagement in education after high school.

Student engagement can be identified in the future by tracking participation in the arts, or other personalized learning opportunities.

Attendance and Chronic Absence:

While attendance rates can be a proxy for engagement, rates of chronic absenteeism (missing 10% or more enrolled days of school) can better identify engagement challenges.

Chronic Absenteeism in K-12 = 14%



2015-16 Attendance reporting for all Michigan students.
See ***mischooldata.org*** for additional data.

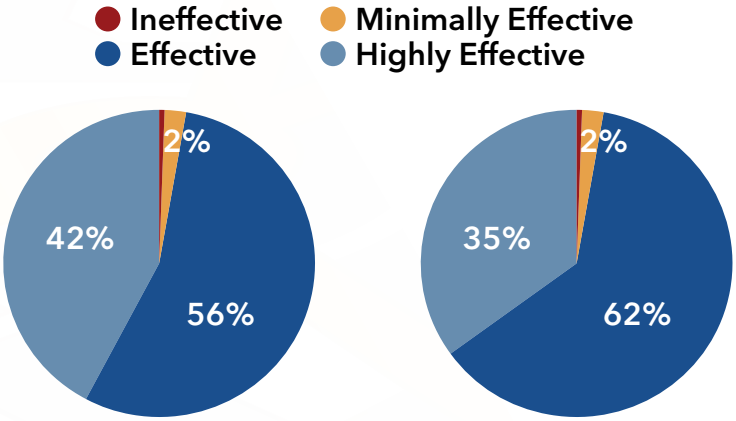
College Enrollment:

Ideally, students who are engaged will continue to develop as learners following high school. College enrollment data provides baseline information on such engagement.

69.6%
(71,657 students)
of 2015 graduates
enrolled in college
within one year
of graduation

EFFECTIVE EDUCATORS

EFFECTIVE EDUCATOR metrics can look at both inputs, such as numbers of individuals in a particular field or supporting a specific initiative, or outcomes, such as percentages of educators who are ranked effective or highly effective by their local schools.



Teachers 98% Effective*

Administrators 97% Effective*

* "Effective" designation based on identification as effective or highly effective status per MCL 380.1249. Summary metrics based upon district educator evaluation reporting totals for 2015-16 school year. See ***mischooldata.org*** for additional data.

Early Literacy Initiative:

95 ISD Literacy Coaches

802 District Literacy Coaches

2017 MDE Internal Survey data for ISD and District Literacy Coaches

EQUITY

EQUITY metrics are often just a deeper analysis of existing metrics used to recognize the inequities in both the resources and supports provided to students and educators, the outcomes and opportunities in our state, in order to close achievement gaps among all groups. We will use the following measures to gauge our progress in addressing equity issues.

Analysis of System Inputs: External groups have created state rankings using inputs and historical outcomes to address equity issues. Both the Education Week Quality Counts report (comparing states on multiple factors, including early foundations, academic measures, and adult outcomes) and the Annie E. Casey Foundation Kids Count report (measuring factors such as economic well being, education, health, and family and community) will be used to gauge Michigan's progress relative to other states.

EDUCATION WEEK 2017 QUALITY COUNTS REPORT **34th**

Chance-for-Success Indicator	Grade: C Rank: 32nd
School Finance Indicator	Grade: C Rank: 23rd

Available at : http://www.edweek.org/ew/toc/2017/01/04/index.html

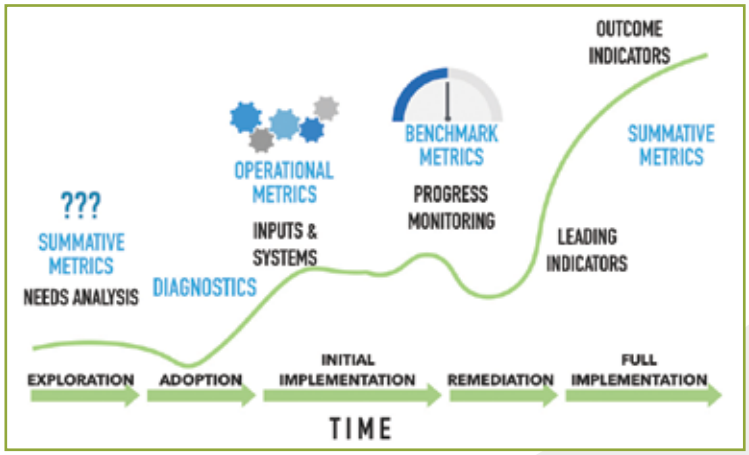
ANNIE E. CASEY FOUNDATION 2017 KIDS COUNT REPORT **32nd**

Data available at: http://datacenter.kidscount.org

Initiative Specific Analyses of Subgroup Outcomes: Each initiative will look at achievement or opportunity gaps relative to the focus area, and will identify targeted metrics to help identify the issues and eventually, close the gap. The MDE will use these measures for subgroups of students to identify baseline measures, to examine equity issues over time. Additionally, annual growth data, where relevant, will help benchmark progress in overcoming these gaps.

More information, including growth and performance data, broken down by subgroup, can be found in the Appendix to this report. ***http://www.michigan.gov/documents/mde/MDE_Annual_Review_Appendix_583488_7.pdf***

EFFICACY metrics provide an opportunity to look at the implementation of systems and programs themselves to better understand if the initiative or program being measured is being implemented with fidelity, looking at diagnostic, operational, and benchmark metrics over the course of implementation.



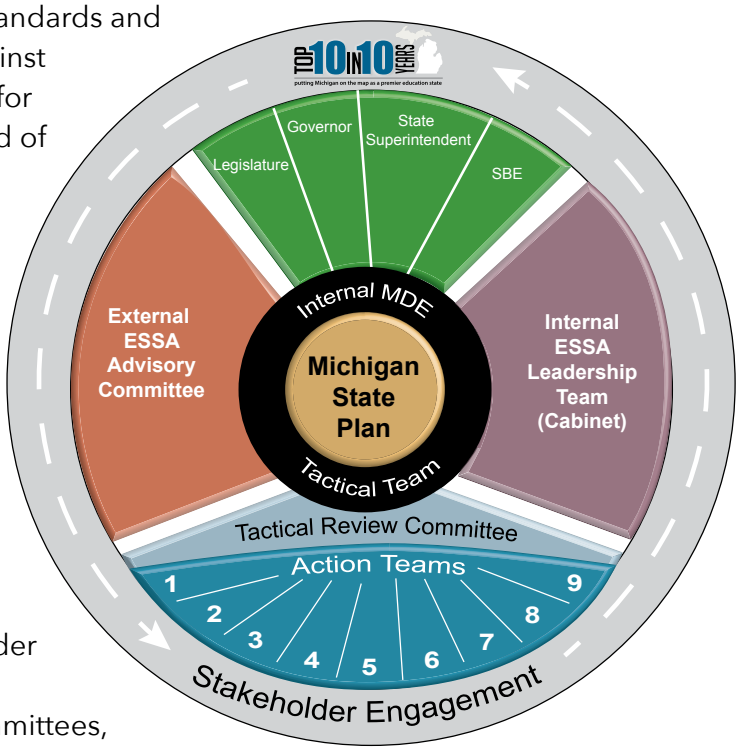
Since the MDE has identified Multi-Tiered Systems of Support (MTSS) as a priority initiative in the past year, the team that is defining this work and testing it in the Transformation Zones will identify a variety of efficacy indicators which may include the tools identified in the chart below to measure progress over time.

	Operational Tools	Benchmarking Tools	Summative Tools
State Level Indicators	Use of appropriate assessment tools; Resources allocated to at-risk students; Presence of appropriate student information systems	Student growth measures for all students and sub-groups; Changes in district proficiency levels; Program evaluation results	Student proficiency and growth for all students and sub-groups; Changes in chronic absenteeism or other engagement measures
Local District Indicators	Output and use of screeners and diagnostic tools; Staffing resources allocated to Tier 2 and 3 supports; Professional development time on MTSS implementation	Student growth and changes in proficiency levels for all students and sub-groups; changes in need for wraparoundsupport services for students; Attendance and behavior data	Student proficiency and growth for all students and sub-groups; Changes in chronic absenteeism or other engagement measures

MICHIGAN'S EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED PLAN

PLAN DEVELOPMENT

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA. The new law provides states with greater flexibility for setting strong academic standards and determining how schools will be measured against them. It also called for states to develop a plan for supporting schools that are identified as in need of improvement.



STAKEHOLDER ENGAGEMENT

Throughout 2016-17, the MDE built upon the stakeholder involvement that led to the development of the Top 10 in 10 strategic plan, seeking additional stakeholder input on the various components of the state's plan for the ESSA. The Top 10 in 10 plan provided the vision for the state's ESSA plan.

Thousands of stakeholders, both individuals and representatives from hundreds of stakeholder groups, participated in the process through membership on action teams and advisory committees, as well as, through online surveys and virtual focus groups targeting specific perspectives. The MDE appreciates grant funding provided by the W.K. Kellogg and Steelcase Foundations that helped to support this outreach and the work that will follow during ESSA Plan implementation.

More details on stakeholder involvement in the plan can be found in the ***Report of Stakeholder Engagement*** that was submitted with the plan.

PLAN OVERVIEW

Michigan's ESSA plan, which is aligned to the Top 10 in 10 goals, addresses how Michigan will implement activities related to assessment, accountability, systems of supports, professional learning, and funding. Michigan's plan was submitted to the USED in April 2017, with slight revisions submitted in May 2017 in order to provide additional information as requested by USED. By law, USED has 120 days for review of submitted state plans.

The ESSA plan differs from Michigan's previous NCLB plans in several key ways. These include:

- defining the purpose of accountability to direct supports to Local Education Agencies (LEAs), rather than simply labeling and sanctions;
- a differentiated response to LEAs based on need, with the most intensive interventions and supports provided to those most in need;
- a true focus on the whole child and the aspects of a well-rounded education, including not only academic subjects such as fine arts and physical education, but also areas related to safety, health, school culture and climate, food and nutrition, early childhood, post-secondary transitions, and social-emotional learning;
- flexibility in the interventions and actions taken by LEAs and schools, rather than prescribed certain models or interventions. This plan helps LEAs diagnose their needs across the whole child spectrum, identify evidence-based practices, and implement a plan that is tailored to their needs;
- evidence-based practices and a "super-highway" of approval for these practices;
- integration and focus on alignment with early childhood initiatives and goals;
- commitment to stakeholder engagement, with specific attention focused on government-to-government consultation with Michigan's twelve federally recognized tribes;
- educator quality that goes beyond a focus on "highly qualified" (which was required under NCLB), to supporting teachers and leaders throughout their careers;
- assessment systems that are designed to measure within-year student growth in addition to proficiency on rigorous content standards;
- calls for up to five percent of districts to apply for an innovative assessment system waiver; and
- an accountability system that provides clear information to all stakeholders based on areas that relate to our progress toward being a Top 10 in 10 state.

NEXT STEPS/IMPLEMENTATION

In the time since the plan was submitted to USED, the State Board of Education adopted a ***Policy Statement on the Transparency Dashboard*** which was described as Accountability System Option 3 in the state's ESSA plan. Over the next several months, MDE staff will begin the work outlined in the policy statement to fully develop the dashboard and its components.

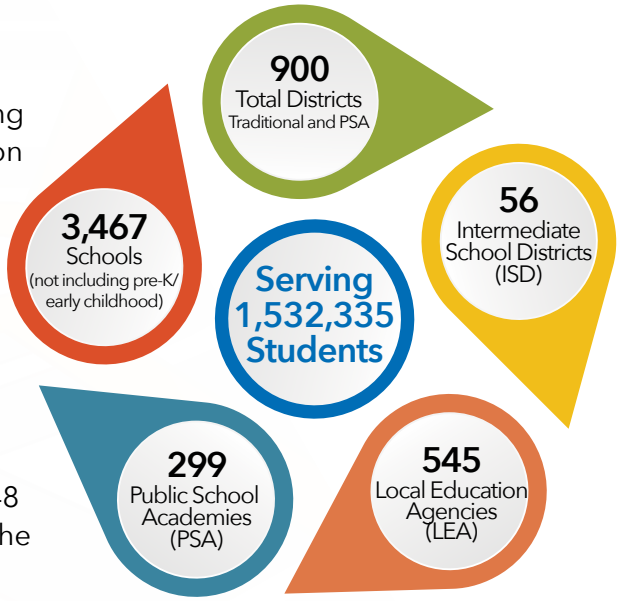
Additionally, through its Way of Work process, MDE has, or will soon be convening several internal teams and workgroups to guide the implementation of the ESSA plan, including teams working on the development of a Comprehensive Needs Assessment (CNA), a Parent and Community Engagement strategy, Equity Across the System, Supports for Schools identified under ESSA, and others.

The full ESSA plan and more Information about the plan development process and next steps in implementation can be found on the MDE ESSA web site at ***http://www.michigan.gov/essa***.

MICHIGAN EDUCATION FACTS - BY THE NUMBERS

Student Testing

Since 2015, Michigan has made steady progress in ensuring that educators spend less time on state testing and more on using test information to improve student results.

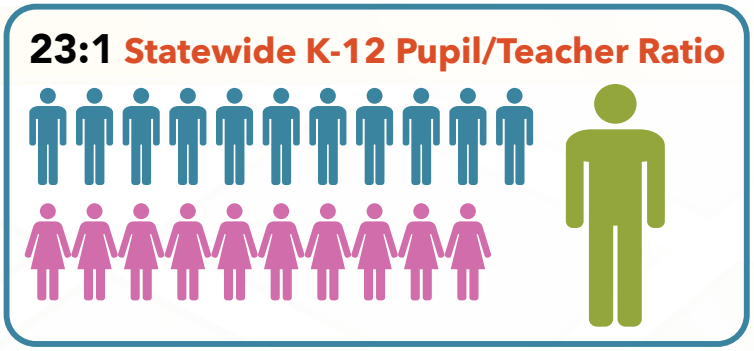


- Shorter total test time for most students
  - Average student testing time in 2016-17 was 4-8 hours (down from 7-16 hours in 2015-16)
- Fewer incidents reported by schools
  - Total incident report counts in 2016-17 were 1,198 (down from 9,669 in 2015-16)
- Preliminary M-STEP results to educators within 24-48 hours. Final results to schools and parents before the start of the next school year
- Computer adaptive testing (for grades 3-8, English language arts and mathematics), resulting in personalized testing, more precise measurement of ability, and improved test security
- 98% of Michigan school districts have internet connectivity and they successfully administered online state assessments in 2016-17 (up from 80% of schools testing online in 2015)

CTE Programs

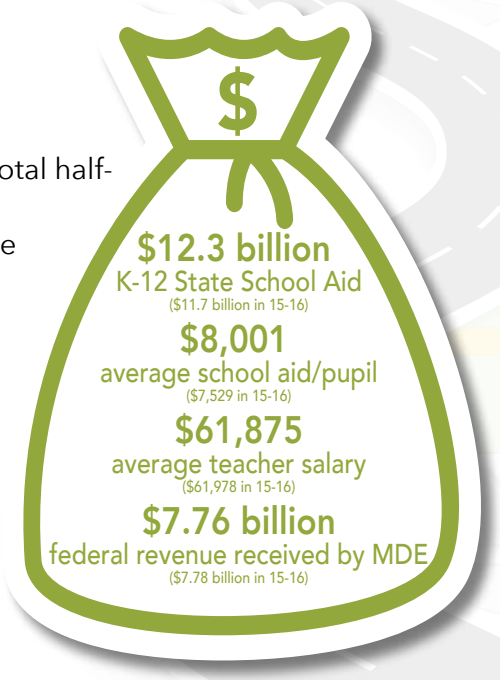
- In 2016-17 there were 1,922 CTE programs operating in Michigan schools, up from 1,861 in 2015-16 (a ***full list of programs***, broken down by Classification of Instructional Programs (CIP code) is available online)
- The graduation rate for CTE students is 95%, compared to 79% for the general population of students
- For the first time in nine years, preliminary figures show that CTE enrollments have increased statewide by 20,000 students

Early Childhood and Child Care Programs



- Part C of IDEA, known in Michigan as Early On®, serves infants and toddlers with disabilities by working directly with their families so that they can provide support on a day-to-day basis. During the period of October 5, 2015 - October 6, 2016, Early On served a total of 19,454 children and their families. This represented 4.28% of children birth through age two in Michigan
  - On any given day during this period, Early On® served 9,835 children and their families, meeting its target of 2.80% of children birth through age two

- MDE's Great Start Readiness Program (GSRP) funded 64,266 total half-day slots in FY 15-16 (most recent data available)
  - 38,771 children were served, of which 2,249 (or 5.8%) were above income eligibility (250% of poverty)
  - Total funding for this fiscal year is $243,575,000 (of which $10M is set-aside for transportation services)
- To improve the quality of early learning and development programs, nearly $1 million in Quality Improvement grants were awarded to child care providers with grant awards ranging from $450 to $4,500/provider
- Participation bonuses were awarded to 470 Great Start to Quality (GS2Q) providers in 2017. Participation in and increased quality, as measured by the GS2Q rating program, means that more children with high needs, aged 0-5, will have access to high quality programs ensuring that Michigan's early learners are developmentally on track and prepared to succeed in school at the time of school entry.
- Unlicensed subsidized child care providers participated in a cohort model through local resource centers to increase their levels of quality



School Year and Summer Meals Programs

MDE supports and monitors school nutrition programs, both during the school year and as part of the Summer Food Service Programs when school is out.

- During the 2016-17 school year, 178,279,871 school meals were served statewide
  - Breakfast participation went up 3% statewide
- In 2016 the Summer Food Service Programs provided a total of 3,557,239 meals and snacks to Michigan students

	CATEGORY	2016-17	2015-16
	Total # of PK-12 Students in Public Schools in Michigan	1,532,335	1,540,005
RACE/ETHNICITY	African American	276,161	280,536
	American Indian or Alaska Native	9,922	10,298
	Asian	49,747	48,291
	Hispanic/Latino	117, 629	113,763
	Native Hawaiian or Other Pacific Islander	1,400	1,353
	Two or More Races	56,711	52,242
	White	1,020,765	1,033,522
OTHER FACTORS	English Learners	95,037	90,121
	Native English Speaking Learners	1,437,298	1,449,884
	Students with Disabilities	197,788	196,845
	Students without Disabilities	1,334,547	1,343,160
	Economically Disadvantaged	702,790	713,295
	Non-Economically Disadvantaged	829,545	826,710
	Male	789,103	792,765
	Female	743,232	747,240

FOCUSING ON CUSTOMER SERVICE

The MDE is a service-oriented agency, responsive to its customers – parents, schools, districts, ISDs, child care providers, legislators, the citizens of Michigan, and other stakeholders. Following are a few examples of the type of outreach that has been done to serve customers and the positive feedback we have received this past year.

Legislative Outreach

Since July 2016, the Office of Public and Government Affairs (OPGA), the State Superintendent and the MDE executive staff have met over 150 times with Legislators and their staff regarding various educational issues. These issues range from the MDE's assessment vision, the partnership model, and becoming a Top 10 education state in 10 years. OPGA also has responded this year to more than 750 constituent-related questions from the Governor's and legislative offices. OPGA takes pride that, on average, its response time to those concerns is within 24 hours of the inquiry.

"At our ISD Board Dinner last night, three members of your staff presented information on the 3rd Grade Reading legislation. They did a great job presenting and representing MDE!"

ISD Superintendent to State Superintendent

Communicating with Media

Since July 2016, the OPGA has responded to more than 700 media contacts from around the state, as well as national media outlets – for an average of about 60 per month. Most-often requested inquiry topics include: MDE press releases, charter schools, schools of choice, the Michigan Top 10 in 10 and ESSA plans, Labor Day waivers, year-round calendars, and assessments. OPGA published and distributed more than 45 press releases in the same period. ***Archived copies*** are available online.

"That is exactly what I was looking for. I always appreciate your follow through."

"Thank you for the prompt response! This is quite helpful"

"I appreciate your efforts on our constituent's behalf!"

Legislative staff to MDE Office of Public & Governmental Affairs staff member

Transparency

The MDE responded to 126 Freedom of Information Act (FOIA) requests in the 2016-17 school year.

"Thanks again- I love the direction the MDE is moving in!!!!!!"

LEA Superintendent to State Superintendent

Support for Schools and Students

In the past year, OSSS/School Health and Safety delivered 38 trainings addressing school safety and academic success for LGBTQ students, reaching approximately 1,800 participants. Additionally, the MDE received 48 training requests from school districts and DHHS programs, responded to 40 requests from 25 school districts and 15 state government offices as well as, health care, and education professional organizations (eg. MEA, DHHS, Henry Ford Health System). Throughout 2016-17, MDE staff provided coaching support and resources to 10 districts with local educators facilitating internal professional development on LGBTQ issues and student needs.

"The MDE staff were fantastic facilitating the conversation with my staff. In fact, after the team left, I indicated to my staff members that I wish I had the capacity to facilitate group conversation with the skill they demonstrated."

ISD Superintendent to MDE Chief Deputy Superintendent

"I wanted to tell you how awesome you are! It is so great that the email messages you send us… they are informative and you are offering support and that you "have our back." You truly are greatly appreciated!"

ISD Early Childhood Contract Specialist to MDE early childhood staff member

Over 6,000 reading kits containing this year's ***Michigan Reads!*** book, "Bubble Gum, Bubble Gum," along with promotional posters and links to the online programming guide for educators were distributed to all public libraries, Head Start programs, public and private schools serving students in K-2 classrooms, as well as to GSRP and GS2Q resource centers across the state.

Serving the Community

In Fall 2016, nine members of MDE's OSSS took advantage of their state-provided community service leave and visited the Genesee County Community Action Resource Department to assist with assembly and distribution of Distressed Household food packages.

MDE employees provided hundreds of school supplies and personal care items to students in the Lansing area through an annual back-to-school donation campaign in support of the City of Lansing Connect 4 Kids event.

"Oh my goodness, thank you thank you thank you so much! Thank you for the time and energy spent doing this for some stranger who called with a nerdy request. I am so grateful for your help and the pictures you sent…"

Public user to Library of Michigan reference staff

MICHIGAN TEACHER OF THE YEAR 2016-17 – TRACY HORODYSKI

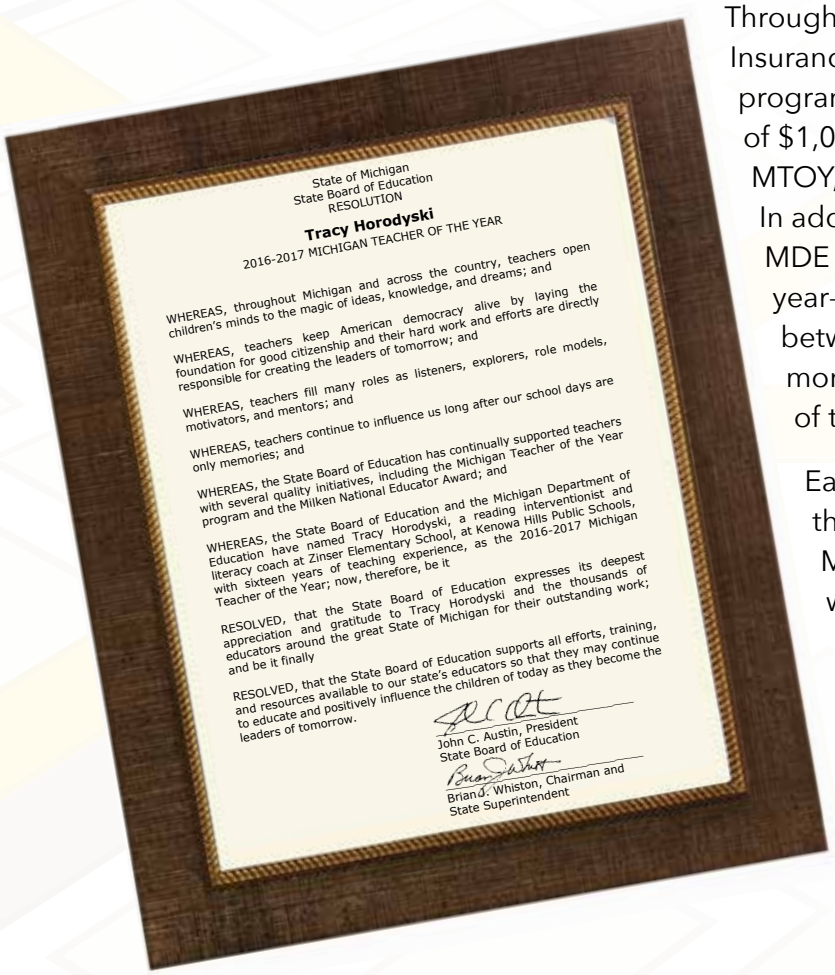
The 2016-17 Michigan Teacher of the Year, Tracy Horodyski, is a reading interventionist and literacy coach at Zinser Elementary in Kenowa Hills Public Schools. She has 16 years of classroom experience, and was selected from 178 nominees statewide.

Each year, the Michigan Teacher of the Year (MTOY) has a seat at the State Board of Education table and participates in the monthly Board meetings throughout his/her term, representing the voice of Michigan teachers.

To learn more about Tracy's year as MTOY, please visit her blog – ***http://stateofmilearning.blogspot.com/***. Throughout her year of service, she provided observation about her visits to schools across the state, her experiences meeting with other state teachers of the year, and a visit to the White House to meet President Barack Obama.

Also honored with Tracy were the three other 2016-17-MTOY finalists:

- Delia Bush – Alpine Elementary School, Kenowa Hills Public Schools
- Annette Christiansen – Stevenson High School, Utica Community Schools
- Cassandra Joss – Burr Elementary School, Utica Community Schools



State of Michigan
State Board of Education
RESOLUTION

Tracy Horodyski

2016-2017 MICHIGAN TEACHER OF THE YEAR

WHEREAS, throughout Michigan and across the country, teachers open children's minds to the magic of ideas, knowledge, and dreams; and

WHEREAS, teachers keep American democracy alive by laying the foundation for good citizenship and their hard work and efforts are directly responsible for creating the leaders of tomorrow; and

WHEREAS, teachers fill many roles as listeners, explorers, role models, motivators, and mentors; and

WHEREAS, teachers continue to influence us long after our school days are only memories; and

WHEREAS, the State Board of Education has continually supported teachers with several quality initiatives, including the Michigan Teacher of the Year program and the Milken National Educator Award; and

WHEREAS, the State Board of Education and the Michigan Department of Education have named Tracy Horodyski, a reading interventionist and literacy coach at Zinser Elementary School, at Kenowa Hills Public Schools, with sixteen years of teaching experience, as the 2016-2017 Michigan Teacher of the Year; now, therefore, be it

RESOLVED, that the State Board of Education expresses its deepest appreciation and gratitude to Tracy Horodyski and the thousands of educators around the great State of Michigan for their outstanding work; and be it finally

RESOLVED, that the State Board of Education supports all efforts, training, and resources available to our state's educators so that they may continue to educate and positively influence the children of today as they become the leaders of tomorrow.

John C. Austin, President
State Board of Education

Brian J. Whiston, Chairman and
State Superintendent

Through the corporate support of the Meemic Insurance Company, a proud sponsor of the MTOY program, Tracy's district received a monetary award of $1,000 in honor of Horodyski's recognition as MTOY, to be used for the advancement of education. In addition, Meemic provided funding through the MDE for Horodyski's MTOY-related travel during her year-long tenure. The corporate support agreement between the MDE and Meemic also includes a monetary award presented to the schools of each of the MTOY finalists.

Each year, the MTOY is selected by a committee that reviews nominees from teachers throughout Michigan. Nominees submit biographies and written essays that describe their educational history; professional development activities; philosophy of teaching; and thoughts on emerging education trends and issues.

To learn more about the MTOY program, visit ***www.michigan.gov/mtoy***.

MAJOR EDUCATION LEGISLATION ENACTED IN 2016-17

The Michigan Legislature moved forward several legislative actions impacting Michigan's education system in 2016-17.

P.A. 195-197 of 2016* – **DPS Transition** – transferred the Detroit Public Schools to a new district and made related changes

P.A. 306 of 2016 – **3rd Grade Reading** – requires that a 3rd grade student's promotion to 4th grade be based on reading proficiency, with certain specified exemptions; it describes the reading assistance programs public schools must implement to ensure student success, including ongoing professional development for early elementary school teachers provided by skilled school-based early literacy coaches

P.A. 360-366 of 2016* – **Suspension and Expulsion** – requires schools to operate under rebuttable presumption and that suspension or expulsion is not justified, with certain exceptions, and to consider other factors and options before suspending or expelling a student

P.A. 388 of 2016 – **Mandatory Instruction in CPR and AED** – requires the MDE to ensure that the model core academic curriculum content standards and the subject area content expectations and guidelines for health education provide for instruction in CPR and AEDs to pupils enrolled in 7-12th grades

P.A. 394-402 of 2016* – **Policy on Seclusion and Restraint in Schools** – establishes a uniform policy for seclusion and restraint of students in schools; requires the establishment of state and local policies; outlines specific prohibitions, emergency provisions, reporting requirements, creation and implementation of an emergency intervention plan, data collection requirements, and training required for school personnel

P.A. 532-543 of 2016* – **Revision of Education Reporting Requirements** – repeals outdated/obsolete statutes and reporting requirements

P.A. 92 of 2017 – **MPSERS-Changes to Public School Employees Retirement System** – closes the MPSERS hybrid pension plan to newly hired employees; replaces the hybrid plan with an optional revised hybrid plan that has the same benefit calculations but includes a 50/50 cost share between the employee and employer, including the costs of future unfunded liabilities; creates a trigger under which the new hybrid plan would be closed to new employees if the actuarial funded ratio falls below 85% for two consecutive years; replaces the current optional DC plan, which offers a 50% employer match capped at 3% of an employee's compensation, with a DC plan that would mirror the current plan for state employees with an automatic employer contribution equal to 4% of a participant's compensation plus a 100% matching contribution capped at an additional 3% of a participant's compensation; eliminates the purchase of service credits in the Basic and Member Investment Plans for employees hired prior to July 1, 2010 unless the purchase is initiated by September 29, 2017

* References to multiple public acts link to the ***http://www.mileg.org*** public act page, where you may search for each public act by number and year.

MEET THE MICHIGAN STATE BOARD OF EDUCATION

Dr. Casandra E. Ulbrich
Co-President
(D) Rochester Hills, MI
Term Expires 1/1/23

Dr. Richard Zeile
Co-President
(R) Dearborn, MI
Term Expires 1/1/19

Ms. Michelle Fecteau
Secretary
(D) Detroit, MI
Term expires 1/1/21

Mr. Tom McMillin
Treasurer
(R) Rochester Hills, MI
Term Expires 1/1/25

Ms. Nikki Snyder
NASBE Delegate
(R) Pinckney, MI
Term Expires 1/1/25

Dr. Pamela Pugh
(D) Saginaw, MI
Term Expires 1/1/23

Ms. Lupe Ramos-Montigny
(D) Grand Rapids, MI
Term Expires 1/1/21

Mrs. Eileen Lappin Weiser
(R) Ann Arbor, MI
Term Expires 1/1/19

The Honorable Rick Snyder
Governor
ex officio

Mr. Brian J. Whiston
Chairman
State Superintendent
ex officio

The MDE also would like to recognize members Mr. John Austin and Mrs. Kathleen Straus, whose terms in office concluded on January 1, 2017, for their service to the State Board of Education.

SBE Contact Information

Mrs. Marilyn Schneider
State Board Executive
State Board of Education
P.O. Box 30008
Lansing, MI 48909
http://www.michigan.gov/sbe

MICHIGAN STATE BOARD OF EDUCATION ACTIONS IN 2016-17

June 14, 2016

- ***Rick Joseph 2015-2016 Michigan Teacher of the Year Resolution***
- ***Tracy Horodyski 2016-2017 Michigan Teacher of the Year Resolution***
- Final Approval of Rochester College as a Michigan Educator Preparation Institution

September 14, 2016

- ***State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students***

October 11, 2016

- ***State Board of Education Statement on Moratorium on Detroit Public Schools Community District School Closures***

November 15, 2016

- ***State Board of Education Statement on House Bills 5618-21; 5693-95***
- ***State Board of Education Statement on House Bills 5409-5416 (Reiteration)***
- ***State Board of Education Statement on Senate Bill 102***

December 13, 2016

- ***John C. Austin Resolution***
- ***Kathleen N. Straus Resolution***
- ***Statement and Guidance for Developing a Policy for Prevention of Suspension and/or Expulsion of Children Birth Through Age 8 in Early Education and Care Programs***

January 10, 2017

- ***Norma Jean Sass Resolution***

February 14, 2017

- ***State Board of Education Statement on School Closures and Definition of Hardship***
- Standards for the Preparation of Teachers of English as a Second Language and Standards for the Preparation of Teachers of Bilingual Education

March 14, 2017

- ***State Board of Education Statement Opposing A-F Grading of Schools and in Support of a Non-Letter Grading Accountability System***
- ***State Board of Education Policy for the Emergency Use of Seclusion and Restraint***
- ***State Board of Education Statement on Governor's 21st Century Education Commission Guiding Principle 9 - K-12 Governance***
- 2015-2016 Annual Legislative Report for School Improvement Plans
- State Board of Education Statement that State School Aid Funding be Withheld from School Districts that have Native American Mascots, Nicknames and Logos that are Offensive

April 19, 2017

- ***State Board of Education Model Local School Wellness Policy***

FREQUENTLY ACCESSED MDE WEBSITES

MDE-sponsored websites contain current and historical information to serve our many customers.

General Information

- MDE Homepage: http://www.michigan.gov/mde
- State Board of Education: http://www.michigan.gov/sbe
- Top 10 in 10: http://www.michigan.gov/top10in10
- Partnership Districts: http://www.michigan.gov/mde-partnershipdistricts
- ESSA Plan Development: http://www.michigan.gov/essa

Support for Educators and Administrators

- Michigan Online Educator Certification System (MOECS): http://www.michigan.gov/moecs
- MIEducatorShowcase *(peer to peer sharing for Michigan educators)*: http://www.michigan.gov/mieducatorshowcase
- #Proud MiEducator *(campaign to promote the education profession in Michigan)*: www.michigan.gov/proudmieducator
- EDUPaths *(professional learning and development portal for all Michigan educators)*: https://edupaths.org/
- Facts About Michigan Substitute Permits: http://www.michigan.gov/documents/mde/Permit_Overview_529841_7.pdf
- MDE Innovation Council: http://www.michigan.gov/mde/0,4615,7-140-28753_65799_74275---,00.html
- MDE Public School Academies: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40088---,00.html

School Improvement

- Michigan School Improvement Framework: www.michigan.gov/schoolimprovement
- Blueprint for Turnaround Resources: https://sites.google.com/a/calhounisd.org/mi-excel/home/blueprint-for-turnaround
- AdvancED Michigan: http://www.advanc-ed.org/partnership/mde

Teaching and Learning /Career and College Ready/Whole Child Supports

- Michigan Merit Curriculum Information: www.michigan.gov/highschool
- Michigan Academic Standards: www.michigan.gov/academicstandards
- Michigan's Educational Technology Plan: http://www.techplan.org/
- Michigan School for the Deaf: http://www.michiganschoolforthedeaf.org/
- 21f *(online courses available in Michigan)*: https://micourses.org/
- Center for Educational Networking: https://www.cenmi.org/
- #GoOpen: http://www.michigan.gov/mde-GoOpen
- MI Open Books Project: http://textbooks.wmisd.org/the-books.html
- Alt*Shift (*an extensive lending library of resources and materials distributed across the state to support increased access to the educational environment for students with disabilities*): https://www.altshift.education/

- Michigan Math and Science Centers: www.mimathandscience.org
- Michigan STEM Advisory Council: www.michigan.gov/mde-mistem
- Michigan Early Literacy Initiative: http://www.michigan.gov/mde/0,4615,7-140-28753_74161---,00.html
- MAISA Early Literacy: http://www.gomaisa.org/geln-early-literacy
- MAISA Career and College Ready Units for Math and ELA: https://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default
- Michigan Profile for Healthy Youth (MiPHY): http://www.michigan.gov/mde/0,4615,7-140-74638_74639_29233_44681---,00.html

Early Childhood Supports

- 1-800-earlyon *(information for parents of young children with developmental delays or disabilities, including how a referral is made, disability-specific information, and a plethora of resources and upcoming events)*: https://www.1800earlyon.org/
- Early On Training and Technical Assistance *(an innovative program of Clinton County RESA, offering support and guidance on Early On programs)*: http://eotta.ccresa.org/

Support for Families and Parent Engagement

- Collaborating for Success: Parent Engagement Toolkit: http://www.michigan.gov/mde/0,4615,7-140-5233---,00.html
- Great Start Readiness Program: www.michigan.gov/gsrp
- Michigan Alliance for Families *(information, support, and education for families with children (birth-26) who receive or are eligible to receive special education services)*: http://www.michiganallianceforfamilies.org/ and its Babies and Toddlers section: http://www.michiganallianceforfamilies.org/babies-and-toddlers/
- To find licensed or registered child care providers in your area, visit www.GreatStarttoQuality.org. Great Start to Quality has local resource centers throughout Michigan where staff can provide helpful answers to your questions.

Library of Michigan Resources

- Library of Michigan Homepage: http://www.michigan.gov/libraryofmichigan
- Michigan eLibrary (MeL): http://www.michigan.gov/mel
- 21st Century School Libraries Program: http://www.michigan.gov/sl21
- Governing Michigan *(information on Michigan government, including administrative law and legislative/statutory materials)*: http://www.michigan.gov/governingmichigan
- Library Services and Technology: http://www.michigan.gov/lsta
- Michigan Reads *(One Book One State Children's Book Program)*: http://www.michigan.gov/michiganreads
- Youth Library Services: http://www.michigan.gov/youthlibraryservices
- Library of Michigan Foundation: http://www.libraryofmichiganfoundation.org/

Other

- E-rate *(discount program for schools and libraries)*: www.michigan.gov/erate

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MICHIGAN Department of Education

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MICHIGAN Department of Education

ANNUAL REVIEW

2016-2017

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

APPENDIX:

Measuring Our Progress

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MICHIGAN ASSESSMENT DEFINITIONS

Performance Tables

Data included in the **performance tables** of this appendix are derived from the following state assessments:

M-STEP

The ***M-STEP*** (Michigan Student Test of Educational Progress) are summative assessments designed to measure student proficiency effectively for today's students. The M-STEP is administered each spring on the following grades and subjects:

- English language arts and mathematics in grades 3–8
- science in grades 4 and 7
- social studies in grades 5 and 8
- the Michigan Merit Examination in grade 11

Michigan Merit Examination and High School Assessments

The ***Michigan Merit Examination (MME) and High School Assessments*** assess students in grade 11, and eligible students in grade 12, based on Michigan high school standards. It is administered each spring, and consists of three components that include the SAT plus Essay, ACT WorkKeys work skills assessment, and the M-STEP science and social studies. The PSAT 8/9 is given to students in grade 9 only and the PSAT 10 is given to grade 10 students, however PSAT results are not reported at a statewide level.

MI-ACCESS – Functional Independence

MI-Access is Michigan's alternate assessment system designed for students who have, or function as if they have, cognitive impairments whose IEP (Individualized Educational Program) Team has determined that taking M-STEP/MME, even with accommodations, are not appropriate for the student. The three MI-Access assessments are Functional Independence (FI), Supported Independence, and Participation. In this appendix, proficiency data for those students taking the FI assessment is provided.

Growth Tables

Data in the **growth tables** of this appendix are based on ***Student Growth Percentiles (SGPs)***. SGPs describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from 0 to 99 and indicate how many scores in the comparison group are below that score. For example, an SGP of 60 means the student's learning was greater than 60 percent of all students who took the same test and had comparable prior test scores. SGPs help students, parents, and educators determine if a student's learning is above, near, or below the average of their comparison group. It is not about how high or low the student's current score is but rather how much learning a student has shown since the prior test. Even students with very low test scores can demonstrate high levels of learning over time.

The data sets included in this report reflect the most recent assessment results available at the time the report was created (June 30, 2017)

2015-16 M-STEP Performance – English Language Arts

Percent of Students Who Scored Proficient in English Language Arts (E.L.A.) by Grade and Subgroup

49.2% of Students Proficient in E.L.A. overall

	Grade						
Student Subgroup	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**11th***
All Students	46.0	46.3	50.6	45.0	47.1	48.9	60.2
Gender							
Female	49.5	50.9	55.8	49.8	53.8	54.9	62.9
Male	42.6	41.8	45.5	40.4	40.6	43.0	57.4
Race/Ethnicity							
American Indian or Alaskan Native	39.1	40.2	43.0	34.1	41.1	37.7	51.4
Asian	65.9	67.8	74.7	70.4	71.6	73.6	75.0
Black or African American	20.0	20.4	23.7	19.2	21.5	24.4	30.5
Hispanic or Latino	33.5	34.4	38.4	31.7	35.3	35.2	44.5
Native Hawaiian or Other Pacific Islander	46.2	51.7	54.2	52.6	55.8	49.4	65.3
Two or More Races	42.9	43.6	49.0	42.1	44.5	47.8	58.3
White	53.9	53.9	58.1	51.9	53.7	55.2	67.2
Additional Subgroups							
Economically Disadvantaged	31.1	30.8	34.4	28.3	30.7	32.5	41.5
English Learner	31.9	24.3	23.1	15.0	17.5	17.3	15.4
Homeless	25.0	24.4	26.6	20.7	23.0	25.0	31.0
Migrant	17.3	21.7	25.0	21.1	26.6	20.0	32.6
Students with Disabilities	20.7	17.5	16.1	10.8	11.1	10.6	15.1

*Michigan's Grade 11 ELA scores are from the SAT Evidenced-Based Reading and Writing assessment
Data Source: Michigan Department of Education

2015-16 M-STEP Performance – Mathematics

Percent of Students Who Scored Proficient in Mathematics by Grade and Subgroup

37.2% of Students Proficient in Mathematics overall

Student Subgroup	Grade 3rd	4th	5th	6th	7th	8th	11th*
All Students	45.2	44.0	33.8	32.8	35.3	32.7	36.8
Gender							
Female	43.7	42.1	31.7	31.4	34.5	34.1	34.9
Male	46.6	45.8	35.8	34.1	36.1	31.4	38.7
Race/Ethnicity							
American Indian or Alaskan Native	39.3	39.1	26.0	22.2	26.2	21.5	25.6
Asian	73.1	71.7	63.9	64.5	68.1	67.6	68.9
Black or African American	17.9	15.1	8.2	8.2	10.4	9.9	11.2
Hispanic or Latino	31.6	30.6	19.2	18.8	20.7	18.6	21.0
Native Hawaiian or Other Pacific Islander	46.2	52.9	39.7	35.8	34.7	34.6	40.8
Two or More Races	40.8	39.1	30.0	29.1	31.7	29.8	32.4
White	53.2	52.3	41.0	39.2	41.6	38.3	42.4
Additional Subgroups							
Economically Disadvantaged	30.1	27.9	17.7	16.8	18.7	16.7	18.8
English Learner	37.8	27.4	12.8	10.7	13.0	11.8	13.4
Homeless	23.9	20.1	12.5	10.5	11.6	10.9	10.6
Migrant	25.7	33.8	10.0	13.8	14.3	9.8	19.6
Students with Disabilities	21.4	19.2	10.2	7.2	7.7	5.3	5.8

*Michigan's Grade 11 Mathematics scores are from the SAT Mathematics assessment
Data Source: Michigan Department of Education

2015-16 M-STEP Performance – Science

23.9% of Students Proficient in Science overall

Percent of Students Who Scored Proficient in Science by Grade and Subgroup

Student Subgroup	Grade 4th	Grade 7th	Grade 11th
All Students	14.7	23.9	33.0
Gender			
Female	13.0	22.6	29.8
Male	16.4	25.1	36.3
Race/Ethnicity			
American Indian or Alaskan Native	10.2	17.4	25.5
Asian	28.4	41.9	50.6
Black or African American	2.4	5.4	8.3
Hispanic or Latino	6.6	12.4	19.9
Native Hawaiian or Other Pacific Islander	20.5	17.7	37.5
Two or More Races	12.5	21.2	29.7
White	18.4	28.9	38.7
Additional Subgroups			
Economically Disadvantaged	6.6	11.7	17.9
English Learner	2.9	3.5	4.2
Homeless	4.6	8.0	12.3
Migrant	2.3	8.2	12.8
Students with Disabilities	5.3	5.6	7.9

Data Source: Michigan Department of Education

2015-16 M-STEP Performance – Social Studies

30.4% of Students Proficient in Social Studies overall

Percent of Students Who Scored Proficient in Social Studies by Grade and Subgroup

Student Subgroup	Grade 5th	Grade 8th	Grade 11th
All Students	18.9	29.3	43.1
Gender			
Female	16.7	26.0	39.1
Male	21.0	32.6	47.1
Race/Ethnicity			
American Indian or Alaskan Native	16.5	21.6	35.9
Asian	35.8	53.8	59.8
Black or African American	4.3	9.3	15.6
Hispanic or Latino	10.3	18.0	30.6
Native Hawaiian or Other Pacific Islander	17.8	32.9	54.2
Two or More Races	17.6	28.7	40.2
White	23.0	34.3	49.3
Additional Subgroups			
Economically Disadvantaged	8.5	15.8	26.3
English Learner	3.7	7.2	9.2
Homeless	5.6	10.9	20.3
Migrant	0	10.0	13.0
Students with Disabilities	5.6	7.6	14.0

Data Source: Michigan Department of Education

2015-16 MI-ACCESS Functional Independence Performance – English Language Arts

Percent of Students Who Surpassed or Attained Performance Standards in English Language Arts (E.L.A.) by Grade and Subgroup

	Grade						
Student Subgroup	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**11th**
All Students with Disabilities	86.0	78.2	80.4	84.5	77.2	88.2	81.0
Gender							
Female	85.4	78.5	81.1	85.4	79.7	91.9	81.0
Male	86.2	78.0	80.1	84.1	75.9	86.1	81.0
Race/Ethnicity							
American Indian or Alaskan Native	93.3	81.3	*	83.3	95.0	93.8	85.0
Asian	76.9	81.0	75.0	91.3	55.2	80.8	57.9
Black or African American	82.2	71.6	72.7	79.8	70.6	87.6	72.2
Hispanic or Latino	85.0	80.2	85.1	87.2	77.7	88.2	81.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
Two or More Races	91.1	78.8	81.5	93.8	73.1	91.1	88.6
White	87.2	80.7	83.1	86.0	81.1	88.5	84.4
Additional Subgroups							
Economically Disadvantaged	85.6	79.1	82.1	86.3	78.7	89.0	81.0
English Learner	73.9	84.3	78.5	81.5	75.7	78.6	73.3
Homeless	88.9	75.3	81.4	88.0	75.9	85.5	85.9
Migrant	*	*	*	*	*	*	*

* Indicates cell suppression occurred due to a subgroup consisting of <10 students
Data Source: Michigan Department of Education

2015-16 MI-ACCESS Functional Independence Performance – Mathematics

Percent of Students Who Surpassed or Attained Performance Standards in Mathematics by Grade and Subgroup

	Grade						
Student Subgroups	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**11th**
All Students with Disabilities	64.9	73.2	59.5	68.1	69.9	64.5	79.7
Gender							
Female	61.4	69.0	53.1	68.9	67.2	61.5	74.9
Male	66.6	75.3	62.9	67.6	71.4	66.3	82.3
Race/Ethnicity							
American Indian or Alaskan Native	84.6	72.2	*	82.6	76.0	43.8	81.0
Asian	45.5	85.7	41.2	76.0	62.1	61.5	76.2
Black or African American	59.7	66.0	48.8	59.5	64.3	57.5	67.7
Hispanic or Latino	65.5	71.4	67.1	71.6	68.1	63.9	81.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
Two or More Races	65.3	70.8	65.7	69.1	66.7	66.0	89.2
White	67.3	76.8	63.7	71.3	73.4	68.3	83.9
Additional Subgroups							
Economically Disadvantaged	65.3	73.3	60.3	69.6	70.5	66.3	80.6
English Learner	51.7	79.4	54.7	71.7	66.1	67.3	80.6
Homeless	64.4	70.0	57.0	70.4	65.9	71.7	82.6
Migrant	*	*	*	*	*	*	*

* Indicates cell suppression occurred due to a subgroup consisting of <10 students
Data Source: Michigan Department of Education

2015-16 MI-ACCESS Functional Independence Performance – Science

Percent of Students Who Surpassed or Attained Performance Standards in Science by Grade and Subgroup

Student Subgroups	Grade 4th	Grade 7th	Grade 11th
All Students with Disabilities	54.3	48.2	47.4
Gender			
Female	51.0	43.5	42.0
Male	55.9	50.6	50.3
Race/Ethnicity			
American Indian or Alaskan Native	70.6	66.7	45.5
Asian	47.6	12.9	38.1
Black or African American	44.4	32.5	25.9
Hispanic or Latino	50.0	47.4	41.4
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	49.2	50.9	56.8
White	59.6	57.6	56.2
Additional Subgroups			
Economically Disadvantaged	55.7	49.6	47.3
English Learner	44.4	40.0	33.9
Homeless	56.8	49.4	55.1
Migrant	*	*	*

* Indicates cell suppression occurred due to a subgroup consisting of <10 students
Data Source: Michigan Department of Education

2015-16 MI-ACCESS Functional Independence Performance – Social Studies

Percent of Students Who Surpassed or Attained Performance Standards in Social Studies by Grade and Subgroup

Student Subgroups	Grade 5th	Grade 8th	Grade 11th
All Students with Disabilities	37.3	43.3	43.1
Gender			
Female	34.0	45.3	37.0
Male	39.1	42.2	46.3
Race/Ethnicity			
American Indian or Alaskan Native	*	26.7	40.9
Asian	26.3	38.5	38.1
Black or African American	28.2	38.4	27.4
Hispanic or Latino	43.3	44.9	38.4
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	41.5	51.1	44.4
White	41.0	45.7	49.7
Additional Subgroups			
Economically Disadvantaged	38.0	43.9	42.1
English Learner	26.6	34.6	38.7
Homeless	28.4	41.8	49.3
Migrant	*	*	*

* Indicates cell suppression occurred due to a subgroup consisting of <10 students
Data Source: Michigan Department of Education

2015-16 Student Growth – English Language Arts

49.7%
Average S.G.P. in E.L.A. overall

Average Student Growth Percentile (S.G.P.) in English Language Arts (E.L.A.) by Grade and Subgroup

	Grade					
Student Subgroup	**4th**	**5th**	**6th**	**7th**	**8th**	**11th***
All Students	49.9	49.7	49.7	49.6	49.6	49.9
Gender						
Female	50.7	51.4	50.9	52.1	50.1	48.6
Male	49.2	48.1	48.6	47.2	49.1	51.2
Race/Ethnicity						
American Indian or Alaskan Native	48.2	48.5	46.3	47.8	46.5	46.2
Asian	58.3	58.3	60.0	58.5	58.4	65.4
Black or African American	43.3	43.4	45.1	45.3	45.2	39.2
Hispanic or Latino	49.1	49.4	49	50.1	49.4	45.9
Native Hawaiian or Other Pacific Islander	52.4	48.2	53.1	50.0	55.7	52.3
Two or More Races	49.0	48.7	47.7	49.3	49.0	48.0
White	51.4	51.0	50.6	50.2	50.3	51.8
Additional Subgroups						
Economically Disadvantaged	46.2	46.7	47.2	47.3	46.9	44.3
English Learners	47.5	50.0	49.7	49.9	50.5	48.1
Homeless	44.2	43.7	45.5	45.7	44.6	37.9
Migrant	52.3	44.0	52.0	48.7	50.9	57.4
Students with Disabilities	43.2	44.0	46.2	45.3	46.9	44.6

Data Source: Michigan Department of Education
For more information on S.G.P., please visit: http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78528-399514--,00.html

2015-16 Student Growth – Mathematics

Average Student Growth Percentile (S.G.P.) in Mathematics by Grade and Subgroup

49.8% Average S.G.P. in Mathematics overall

Student Subgroup	Grade 4th	5th	6th	7th	8th	11th*
All Students	49.9	49.8	49.6	49.6	49.7	49.9
Gender						
Female	48.8	49.0	49.7	49.3	52.0	48.3
Male	51.0	50.6	49.5	49.9	47.4	51.6
Race/Ethnicity						
American Indian or Alaskan Native	48.5	51.6	46.9	49.2	47.3	46.4
Asian	62.6	60.4	62.3	59.5	58.4	61.3
Black or African American	41.6	42.3	43.4	44.8	44.4	40.6
Hispanic or Latino	47.9	48.3	48.1	47.9	48.1	46.3
Native Hawaiian or Other Pacific Islander	51.2	53.5	56.7	52.2	52.1	48.7
Two or More Races	49.6	48.6	48.2	49.6	48.9	48.9
White	51.8	51.5	50.7	50.5	50.7	51.7
Additional Subgroups						
Economically Disadvantaged	46.1	46.0	46.3	46.8	46.7	45.1
English Learners	48.9	50.7	50.3	49.2	49.2	44.2
Homeless	44.8	44.7	43.4	45.1	44.8	40.7
Migrant	55.5	47.7	47.2	48.6	46.0	44.3
Students with Disabilities	44.7	45.9	42.9	45.1	44.9	45.9

Data Source: Michigan Department of Education
For more information on S.G.P., please visit: http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78528-399514--,00.html

2015-16 Student Growth – Science

49.9% Average S.G.P. in Science overall

Average Student Growth Percentile (S.G.P.) in Science by Grade and Subgroup

Student Subgroup	Grade 7th	Grade 11th
All Students	49.9	49.9
Gender		
Female	49.8	49.4
Male	50.0	50.3
Race/Ethnicity		
American Indian or Alaskan Native	47.2	49.9
Asian	60.8	60.0
Black or African American	41.1	39.0
Hispanic or Latino	47.8	48.3
Native Hawaiian or Other Pacific Islander	51.0	53.9
Two or More Races	48.8	48.5
White	51.8	51.8
Additional Subgroups		
Economically Disadvantaged	45.4	46.1
English Learners	46.1	43.1
Homeless	42.3	43.7
Migrant	50.4	48.0
Students with Disabilities	41.9	43.6

Data Source: Michigan Department of Education
For more information on S.G.P., please visit: http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78528-399514--,00.html

2015-16 Student Growth – Social Studies

49.7% Average S.G.P. in Social Studies overall

Average Student Growth Percentile (S.G.P.) in Social Studies by Grade and Subgroup

Student Subgroup	Grade 8th	Grade 11th
All Students	49.5	49.9
Gender		
Female	47.2	49.1
Male	51.8	50.7
Race/Ethnicity		
American Indian or Alaskan Native	46.8	49.5
Asian	62.6	56.6
Black or African American	43.0	42.6
Hispanic or Latino	49.3	49.6
Native Hawaiian or Other Pacific Islander	64.5	53.3
Two or More Races	50.6	50.4
White	50.5	51.2
Additional Subgroups		
Economically Disadvantaged	46.1	46.8
English Learners	48.6	44.3
Homeless	43.8	42.2
Migrant	47.9	45.3
Students with Disabilities	41.5	44.7

Data Source: Michigan Department of Education
For more information on S.G.P., please visit: http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78528-399514--,00.html

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