

July 2018

Key Information on Topics of Interest



Contents

Benchmark Assessments	2
Grant Deadline Dates.....	4
Marshall Plan	5
Partnership Districts.....	7
School-Level Expenditure Reporting Under ESSA.....	9
Section 31A – At-Risk Funding	11
Sending Scores Back (SEE).....	12
Social Studies	13
Superintendent Search	15

To see the Goals and Strategies for the Top 10 in 10 initiative, go to: www.michigan.gov/top10in10

Benchmark Assessments

Strategy 1.6 of the Top 10 in 10 initiative calls to “Align K-12 assessments with post-secondary institution’s entry/readiness requirements.”

- Action by the state legislature in the budget process for FY2019 shifts the efforts for benchmark assessment away from its previously-adopted state-awarded contracts to a grant/reimbursement system that will allow districts to choose a benchmark tool of their choice.
- The 3 solutions that had come out of the RFP process (NWEA, DRC Smarter Balanced, and DRC BEACON) still can be chosen as a districts benchmark assessment tool. However, districts will need to work directly with vendors at this point. They may continue to use previously communicated contact information.
- Testing administration policies, procedures and costs, including provided accommodation tools, of a chosen benchmark tool will be up to the chosen vendor.
- The modified language providing reimbursements for benchmarks includes tools used in grades K-2 AND 3-8. The process will be similar to what already has been in place for tools used in K-2.
- The legislature appropriated \$9.2 million for Benchmark Assessments for the next school year. If every school district applies for funding, this appropriation will cover roughly 70 percent of a district’s costs.
- The state no longer will be collecting data as part of the new benchmark assessment system; reports and data will be provided directly to districts and schools from their chosen vendor.
- MDE will need to collect information in the Fall from districts on what tools they have chosen, to develop a report to provide to the legislature next winter.
- New state law requires that, in order to receive funding under this section for the purchase of computer-adaptive benchmark assessments for pupils in grades K to 8, the benchmark assessments must meet all of the following:
 - Be aligned to the state standards of this state.
 - Complement this state’s summative assessment system.
 - Be administered at least once a year before the administration of any summative assessment to monitor pupil progress.
 - Provide information on pupil achievement with regard to learning the content required in a given year or grade span. Funding will be provided to districts as part of a per pupil allocation, or formula grant. The amount provided will depend on the number of applications, students, and grant criteria. It is not known if the grants will pay for a districts entire benchmark assessment purchase or just a portion.
- Funding will be provided to districts as part of a per pupil allocation, or formula grant. The amount provided will depend on the number of applications, students, and grant criteria.
- State law requires districts to commit to using the same benchmark assessment for no less than 3 years without switching to another benchmark assessment.

Talking Points on PSAT 8/9 Alignment to Michigan 8th grade standards

- In next year's budget, the state legislature required that state's 8th grade math and English language arts (ELA) assessment use a test that is aligned to the college entrance exam. The PSAT 8/9 is aligned to a range of math and ELA content standards, selected by the College Board, including standards from grades above and below Grade 8 in Michigan.
- The PSAT is a valuable tool that can set a starting point to begin progressing towards success on the SAT.

For more information, contact: Andy Middlestead in the Office of Educational Assessment and Accountability: 517-241-2694 or MiddlesteadA@michigan.gov.

Grant Deadline Dates

Goal 7 of the Top 10 in 10 initiative is to “Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).”

School Aid Budget Section 17C. – The state legislature added language in the FY19 budget that sets specific deadlines for the Michigan Department of Education to get grants out to local districts:

- Not later than September 1, open the grant application for funds appropriated for the subsequent fiscal year.
- Not later than December 1, publish grant award for funds appropriated in the fiscal year.

For more information contact, Ann Dennis in the Office of Financial Management: 517-241-2113 or DennisA@michigan.gov.

Marshall Plan

Goal 6 of the Top 10 in 10 initiative is to “Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality workforce, and informed and responsible citizens.”

- Marshall Plan for Talent was announced by Governor Snyder in February 2018.
- In June 2018, the Governor signed the Marshall Plan For Talent bills into law.
- Named after then-Secretary of State George C. Marshall, the Marshall Plan was a U.S.-led, bipartisan and comprehensive effort to rebuild Western Europe and its economy after World War II.
- The Marshall Plan embraces the goals and initiatives in the Governor’s 21st Century Education Commission recommendations; the Career Pathways Alliance; the Michigan Department of Education’s Top 10 in 10 initiatives, MiSTEM and other related talent and education efforts.
- By creating a world-class talent and education pipeline, we can fill the more than 811,000 careers through 2024 that pay, on average, \$60,000 per year.
- The plan calls for investing \$100 million dedicated to new programs to build on the roughly \$226 million already dedicated to talent-development efforts.
- Gov. Snyder worked with Roger Curtis, director of the Department of Talent and Economic Development (TED), and the late-State Superintendent Brian Whiston to encourage the business community to connect more closely with educators in K-12 districts, community colleges and universities.
- Employers also need to adapt to changes in the supply of talent by changing their requirements for hiring, recognizing many in-demand skills can be acquired through certificate programs and two-year degrees.
- Some employers statewide already have committed to working with community college and high-school certification programs to prepare more students to get hired in these fields.
- Existing job providers with partnerships include Microsoft, Cisco, FANUC, Ford, and GM.
- Senate Bills 941-942 set up the Talent Investment Fund and make grant funds available for the following:
 - Program Expansion and Creation
 - Curriculum Development
 - Equipment
 - Competency-based learning conversion
 - Cybersecurity Competitions
 - Career Navigating
 - Innovative Educator Corps
 - Critical Shortage Relief
- To apply for these grants, a district or ISD must have a Talent Consortium with at least two business partners. This is a minimum and the hope is that talent consortiums will form with many more partners including: Michigan Works!, trade schools, community colleges, 4-year institutions, non-profit organizations, community foundations, and MiSTEM council and network members, to name a few.
- A Talent Agreement is required to secure the partners and their contribution to the consortium. These would include pre-hiring agreements; demonstration of how programs will be sustained; how the money will be spent; and the expected impact for students.

- In addition, there is \$20 million for the Talent Pledge, which provides scholarships and stipends to assist low-income individuals with the cost of obtaining a qualifying degree or credential in high-demand fields.
- There also is money available for a Talent Marketing campaign to retain talent and attract talent from around the country to “Choose Michigan.”
- High demand fields include:
 - Professional trades
 - Manufacturing
 - Engineering
 - Health Care
 - Information Technology (IT) and computer science
 - Machine learning and artificial intelligence
 - Mobility
- MDE will work in consultation with the Ted agency to develop a consolidated grant application. A cross-agency team has been formed and grant criteria are being drafted and the discussion of the grant application and technical assistance to districts are underway.
- MDE and Ted hope to have the grant applications out by the Fall and will have various technical assistance mechanisms (webinars, handouts, etc.) in place to help ready consortia to apply.

For more information, contact: Wendy Larvick in the Office of State Superintendent: 517-241-4993 or LarvickW@michigan.gov.

Partnership Districts

Goal 1 of the Top 10 in 10 initiative is to “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.”

Goal 6 of the Top 10 in 10 initiative is to “Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality workforce, and informed and responsible citizens.”

Partnership Districts bring together education and community resources to help improve systems and instruction at the district and building levels to improve student outcomes in Michigan’s most struggling schools.

Partnership District Overview:

- By moving to the Partnership District Model, MDE has begun to shift the focus from identifying priority schools and monitoring compliance to working collaboratively with local school districts, ISDs, and community partners to identify school needs, support academic improvement, and foster systemic improvements at the district level.
- Since the state School Reform Office (SRO) was transferred back to MDE – we have transitioned from the impending closure of 38 individual schools across the state to creating collaborative agreements with approximately 37 districts that includes 100+ schools.
- Agreements have been finalized and signed by the Partnership Districts in the 3rd Round, and no more Partnership Schools will be identified until the Spring of 2020.
- MDE has finalized a landmark collaborative agreement to provide leadership and financial stability to Benton Harbor Area Schools. This collaborative agreement between MDE, state Treasury, and BHAS has placed a Chief Executive Officer (CEO) in charge of day-to-day operations. The focus is to stabilize the district’s leadership, and improve the academic outcomes and fiscal standing of the district.

Legislative Language Changes for Partnership Districts:

- The state Legislature added language to the state School Aid Act regarding partnership districts and their funding through Section 22p (formerly 22b).
- To receive the portion of a partnership district’s State School Aid foundation allowance, the Partnership District must have a signed partnership agreement to achieve within 18 and 36 months after the date on which the original agreement was signed.
- State law requires “Accountability measures” to be imposed if district fails to meet their outcomes:
 - Accountability measures may include: 1) school closure or 2) reconstitution (replacement of 25 percent of faculty and staff and replacement of principal if he/she has been in place less than 3 years and subject to board approval).

- Existing Partnership Agreements must be revised to accept these changes to receive their separate portion of a partnership district's foundation allowance (\$400 million from 22b to 22p).

Section 21h Funding Update:

- In October of 2017, MDE was provided with \$6 million by the state Legislature to support approximately 16 Partnership Districts, serving approximately 70 schools.
- As of June 18, the Office of Partnership District (OPD) has recommended \$5,999,028 to support a multitude of Partnership initiatives with Round 1 & 2 districts.
- The legislature has appropriated another \$7 million for the upcoming 2018-19 school year that OPD will use to support districts identified from Round 3.
- We anticipate that the application window for this funding will begin August 15, 2018 and conclude on September 28, 2018. OPD will review applications and begin awarding funding starting with the week of October 22, 2018. These funds will be utilized to support various initiatives identified within the Partnership Agreements that support improved academic outcomes.
- There were some minor language changes that align with MDE's requirements that agreements include academic goals and that MDE work toward reducing reporting for Partnership Districts.

For more information, contact: LaWanna Shelton in the Office of Partnership Districts: 517-241-6953 or SheltonL@michigan.gov.

School-Level Expenditure Reporting Under ESSA

Goal 7 of the Top 10 in 10 initiative is to “Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).”

Strategy 1.9 is to “Support strong local boards of education, focused on transparency, fiscal responsibility, and raising student achievement, to assure that all students graduate Career- and College-Ready.”

Having a fully transparent system of finances and expenditures at the school building level will lead to greater coherence and understanding of meeting the needs of students and educators across Michigan’s system of education.

- This new ESSA reporting requirement affects local district expenditures starting July 2018 for the 2018-19 school year.
- MDE must begin reporting these financial data in its 2018-19 Report Cards (formerly known as the Annual Education Report -- AER).
 - The new financial transparency report must be released no later than June 2020
- MDE identified 10 categories of expenditures for districts to report building-level expenditures.
 - Since 2003, districts have been reporting at minimum 80 percent of expenditures for five of these categories and 100 percent of the other five categories.
 - Many districts already have been reporting 100 percent for all categories.
 - This existing requirement is a part of MDE’s Public School Accounting Manual and was introduced in the 2004 revision.
 - These entries have been required for submission in CEPI’s FID. All districts have been submitting these data.
 - For the 2017-18 school year, districts received a “alert” in the FID about the pending change for 2018-19.
 - The ESSA reporting change is that districts now will report 100 percent for all 10 categories.
 - Districts report other financial data at the district level. These district-level expenditures will be calculated across the district’s students and be displayed as the site’s share of per-pupil building expenditures.
- Michigan Public School Accounting Manual Referent Group (school district business officials, auditors/CPAs, and others) had input on these 10 categories for 100 percent building-level reporting for ESSA.
- MDE has been collaborating with over 40 other states on the new ESSA financial transparency reporting.

- Next Steps/Immediate Goals:
 - Inform districts of the reporting requirements so they can better understand necessary changes to their accounting/business practices beginning with the 2018-19 school year.
 - Address data quality by informing districts that submitted data will be publicly presented as school building financials.
 - Additional guidance will be forthcoming to school districts on this process.

For more information, contact: Chris May in the Office of Financial Management: 517-335-1263 or MayC@michigan.gov.

Section 31A – At-Risk Funding

Goal 4 of the Top 10 in 10 initiative is to “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 education outcomes.”

Section 31a of the State School Aid Act provides additional funding to local schools to address the high-risk factors student are experiencing in order to help them achieve at higher levels.

High Level Update for Section 31a Legislative Changes, FY2018-19:

- The intent and purpose of Section 31a in the State School Aid Act has not changed.
 - Ensuring 3rd grade Reading Proficiency.
 - Ensuring 8th grade Mathematics Proficiency.
 - Ensuring High School Career & College Readiness.
 - Ensuring students are attending school regularly (*Reducing Chronic Absenteeism*)
- The Eligibility criteria for At-risk has not changed.
 - The pupil is economically disadvantaged.
 - The pupil is an English language learner.
 - The pupil is chronically absent as defined by, and reported to, CEPI.
 - The pupil is a victim of child abuse or neglect.
 - The pupil is a pregnant teenager or teenage parent.
 - The pupil has a family history of school failure, incarceration, or substance abuse.
 - The pupil is an immigrant who has immigrated within the immediately preceding 3 years.
 - The pupil did not complete high school in 4 years and still is continuing in school as identified in the Michigan cohort graduation and dropout report.
 - For pupils for whom the results of the state summative assessment have been received, is a pupil who did not achieve proficiency on the English language arts, mathematics, science, or social studies content area assessment.
 - Is a pupil who is at-risk of not meeting the district’s or Public School Academy’s core academic curricular objectives in English language arts or mathematics, as demonstrated on local assessments.
- Multi-Tiered System of Support implementation has expanded to K-12; includes early numeracy; and the criteria is aligned with the five Essential Components of the new MDE MTSS Practice Profile.
- The Professional Development cap has changed from 3 percent to 5 percent for use by the local school district.
- The criteria for qualifying for Schoolwide Reform has not changed, however the legislation specifically focuses on Parent and Community Engagement activities/services, Pathways to Potential Coaches (MDHHS) and Communities in Schools (CIS).
- Legislative accountability changes include: adding 8th grade math proficiency, local assessments as one form of growth measure for local districts in grades 3 and 8, and the implementation of accountability in 2019-20.

For more information, contact: Paula Daniels in the Office of Educational Supports: 517-241-6978 or DanielsP1@michigan.gov.

Sending Scores Back (SEE)

SEE Reporting and Legislation

- Legislation, 104b, allows for scores to return to student's operating district and resident school.
 - MDE must take time to review new legislations, engage stakeholders, and define our effort to enact the law.
- Sending scores back/SEEs is a specific policy that applies to a small number of consortium schools/districts. There have been some changes to the policy this year.

For more information, contact: Matthew Gleason in the Office of Educational Assessment and Accountability: 517-241-7039, gleasonm@michigan.gov.

Social Studies Standards

Goal 2 of the Top 10 in 10 initiative is to “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.

Strategy 1.5 is to “Ensure that the P-20 system includes multiple opportunities for civics education to ensure students are informed and responsible citizens.”

Having updated state standards for Social Studies will help Michigan students engage in a well-rounded learning experience that builds upon active engagement in local, state, national, and world levels.

- April 15, 2014 – MDE announced an updating of the state social studies standards to more closely align with the C3 Framework that had just been introduced nationwide.
- A group of social studies experts from across the state was convened to look at the existing standards with a goal of making them “fewer, clearer, higher.”
- The experts represent classroom teachers, academicians, and leaders of social studies organizations across the state.
- The group worked on the standards through the following year and on August 11, 2015, took the standards to the State Board as a presentation and announcing a period of public comment.
- A Focus Group was formed to review standards and any concerns expressed through the period of public comment.
- At the November 10, 2015 State Board meeting, the Board was informed of the decision to continue development of the standards and plans for a Focus Group. The SBE asked that staff include the many voices that had been heard so that the diversity of Michigan could be adequately represented.
- The Focus Group convened in Winter 2016 after seeking membership from diverse groups in Michigan. Some groups that were invited to participate such as representatives of students with disabilities either declined or had no one to join the group.
- The Focus Group met eight times over the following months. By Summer 2017, consensus had been reached on most items. Over the next few months, conversations were held to determine if any of the remaining issues could be addressed. Some were. Others were not.
- In Spring 2018, a final draft was sent to the Focus Group asking for any comments before presenting the standards to the SBE.
- The draft standards were presented to the SBE in April 2018 and another period of public comment was announced.
- Comments are taken two ways:
 - Online survey: <http://fs28.formsite.com/pf98Hd/form9/index.html>
 - Listen and Learn meetings

- At the request of the SBE, Listen and Learn sessions were scheduled across the state. Additional sessions have been added given the response based on news articles and media coverage.
- By the end of June, the online responses exceeded 2,300.
- Based on the amount of feedback the Department has received, Listen and Learn sessions and the online public input opportunity will continue through the end of September 2018, at which point the input will be discussed and possible changes made to the proposed standards, then brought to the SBE for consideration.

For more information, contact: Linda Forward, Senior Executive Policy Advisor: 517-241-3232 or ForwardL@michigan.gov.

Superintendent Search

- The State Board of Education approved the [timeline for the State Superintendent Search](#) at its meeting on June 12, 2018.
- The process will be conducted during meetings open to the public.
- MCL 380.1229a states that the state board shall not offer a contract for a person to be employed by this state as superintendent of public instruction within 6 months before a general election at which state board members are elected or within 2 months after a general election at which state board members are elected.

	Action Items	Timeline
Step 1	<ul style="list-style-type: none"> • Identify funding source for Search Firm • Review Search Process/Timeline 	June 2018
Step 2	<ul style="list-style-type: none"> • Establish criteria for Search Firm/approve RFP/identify potential search firms to send the RFP • SBE invites stakeholder and public comment on criteria and qualifications for candidates in writing 	August 2018
Step 3	<ul style="list-style-type: none"> • SBE begins discussing desired criteria, qualifications and job description/reviews public comment 	September 2018
Step 4	<ul style="list-style-type: none"> • SBE Reviews RFP proposals/selects search firm • State enters into contract with selected search firm • SBE finalizes criteria, job description and search process 	October 2018
Step 5	<ul style="list-style-type: none"> • Search officially begins and is publicly announced (with assistance of search firm) 	November - December 2018
Step 6	<ul style="list-style-type: none"> • Review public and “confidential” candidates and work towards identification of finalists, including reference checks. May decide to extend the search depending on quality of applicants. • *Closed Session may be used to discuss applicants who request “to remain confidential” 	January 2019
Step 7	<ul style="list-style-type: none"> • Public and/or closed session to rank order candidates and identify potential leading candidates. Identify additional issues that need investigation for leading candidates, including professional record, salary requirements, etc. • *Closed Session may be used to discuss applicants who request “to remain confidential” 	February 2019
Step 8	<ul style="list-style-type: none"> • Search firm confirms that candidates are still “interested” (before they become public) • SBE Identifies candidates to invite for public interviews (must be done in public meeting) • Select dates for public meetings/interviews • Conduct public interviews • Determine if second interview is necessary 	February/March 2019

Step 9	<ul style="list-style-type: none"> • Second interview(s) OR • Public meeting to review and formally approve finalist. • SBE votes to enter into negotiations with first choice candidate 	March or April SBE meeting
Step 10	<ul style="list-style-type: none"> • New Superintendent begins 	By July 1, 2019

For more information, contact: Marilyn Schneider in the State Board of Education Office: 527-241-6984 or SchneiderM@michigan.gov.