Michigan's Approach To the Every Student Succeeds Act

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

November/December 2016
Round Two Public Feedback

Every Student Succeeds Act (ESSA)

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

- Reauthorization period FY2017 through FY2020

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ESSA Highlights

- Holds all students to **high academic standards** that prepare them for success in college and careers

- Ensures **accountability** and guaranteeing that when students fall behind, steps are taken to help them and their schools **improve**, with a particular focus on the very **lowest-performing schools**, high schools with **high dropout rates**, and schools where **subgroups** are falling behind

United States Department of Education

ESSA Highlights

- Continues to ensure that parents and educators have **annual assessment** information about how students are doing, while supporting states and districts in **reducing testing** that is unnecessary, onerous and redundant

- **Empowers state and local decision-makers** to develop their own strong systems for school improvement

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Michigan's Journey

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| Phase 1 | Phase 2 | Phase 3 | Phase 4 |

Strategic Vision Development

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

Initial Plan Development

- May-December 2016
- Cycles of development and feedback

Finalize and Submit
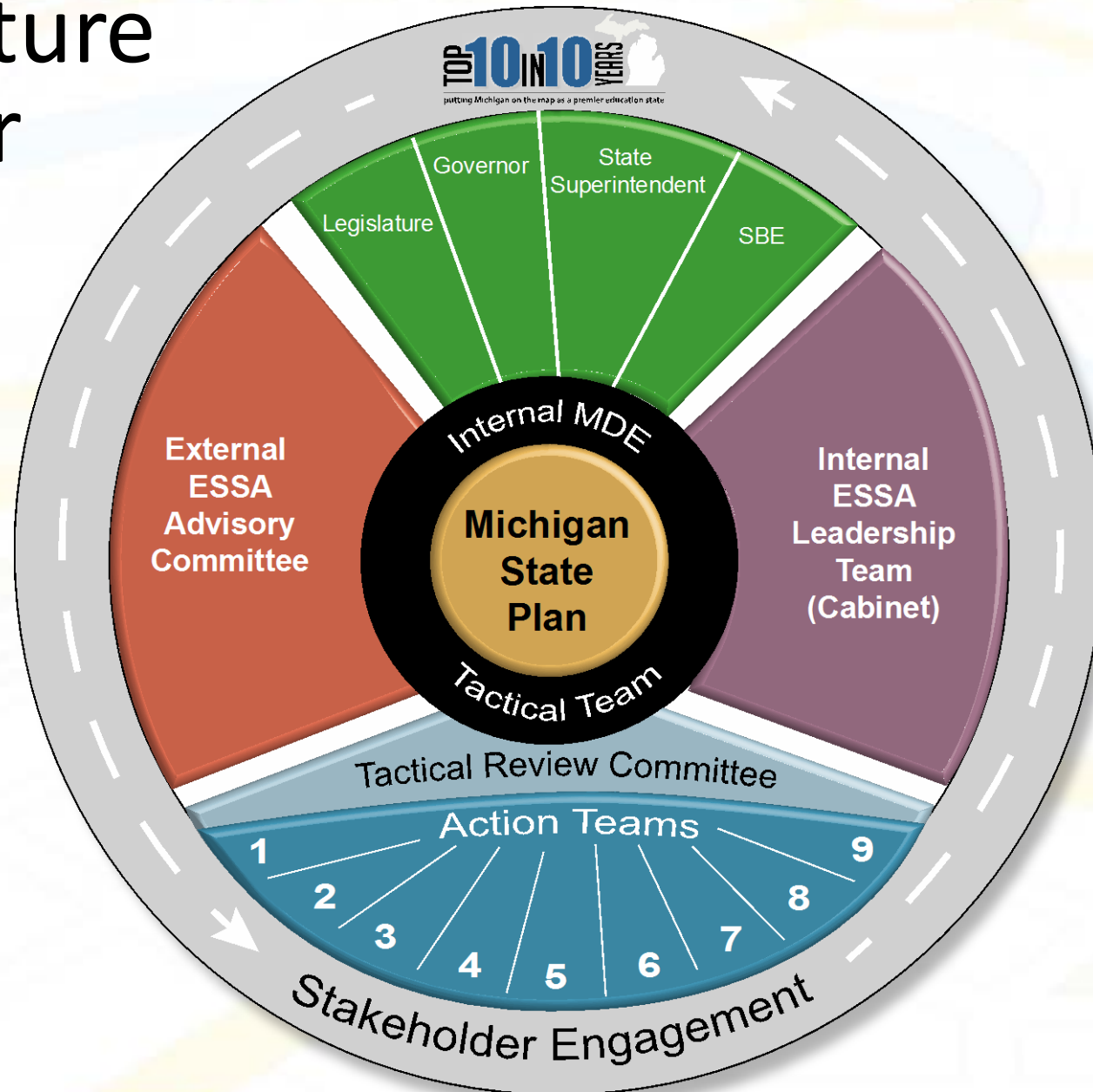
- December 2016 – January 2017
- Interact with federal guidance

Implementation

- Official USED plan due in Spring 2017; we will be ready before then
- Implementation planning begins January 2017

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

Structure of our Work

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

Vision for Making MI a Top 10 State in 10 Years

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

In support of becoming a Top 10 state in 10 years, we want our students/employees to:
- Be curious
- Be problem solvers
- Be able to work independently and in teams
- Be able to communicate well
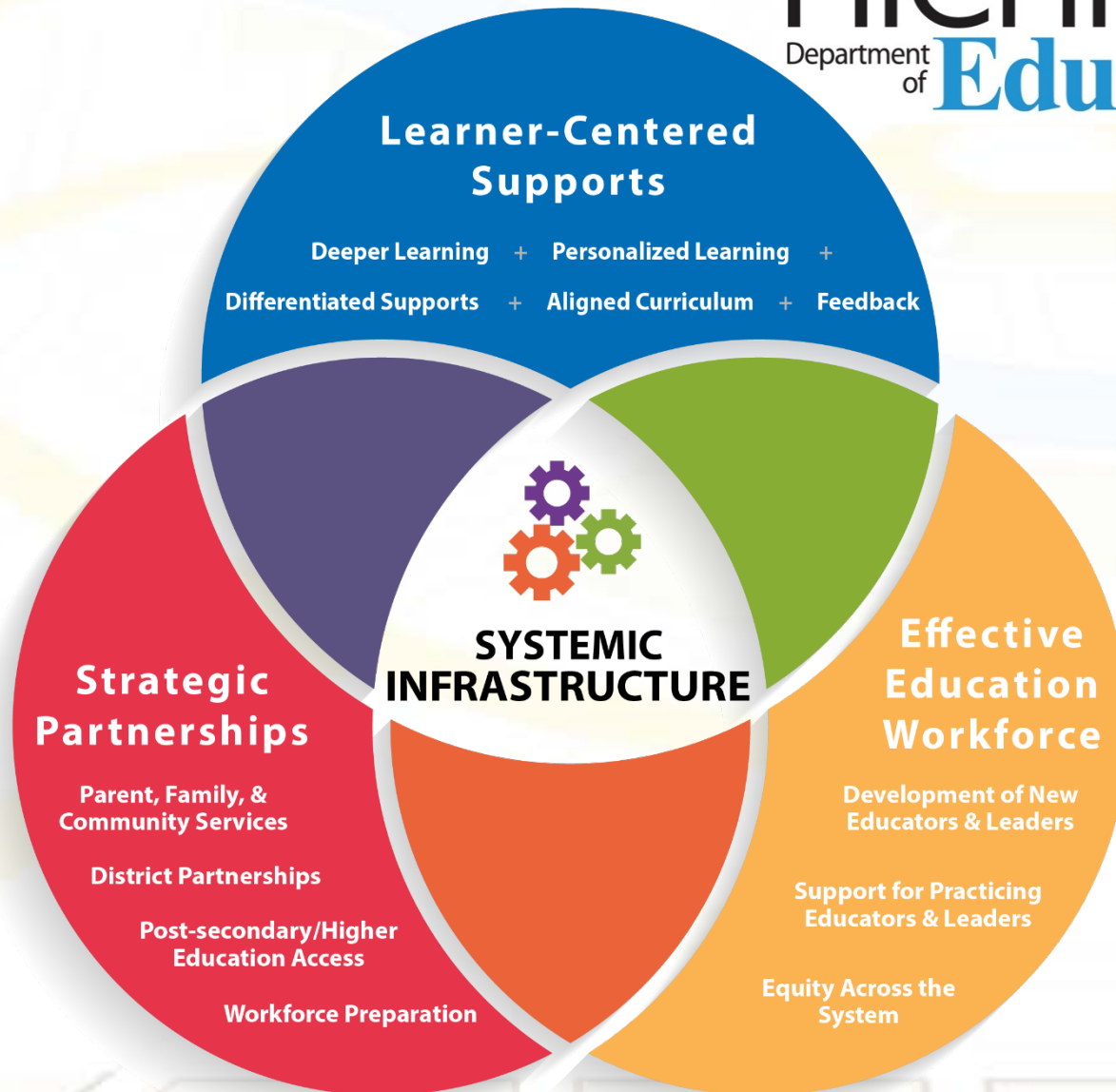- Set and achieve goals
- Be critical thinkers

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

Guiding Principles for ESSA

At the core of our plan needs to be the child—

their opportunity to learn,

to access meaningful services to support their lives,

and their ability to successfully transition into their lives

after their birth- grade 12 experience

Guiding Principles for ESSA

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

ESSA Theory of Action

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

To Address the Whole Child through ESSA, We Need:

- Strategic vision about WHICH practices are evidence-based and key in Michigan becoming a Top 10 in 10 state across ALL AREAS of the whole child

- A process so that districts can identify their needs

- Guidance and assistance in blending/braiding funding streams

- Trained staff to guide districts through these processes

- Reduced reporting burden through streamlined processes around grants, comprehensive needs assessments, and reporting

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

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Poverty and Accountability: An Enduring Dilemma

- On one hand:
  - There is a link between socioeconomic status (SES) and achievement (in general) and specifically with proficiency/high scores on assessments
  - A district with many high-SES students automatically gets a benefit in their test scores, regardless of their actions

- On the other hand:
  - The lower achievement levels of lower-SES students is real—and therefore their long-term life outcomes are diminished
  - The job of public education is to provide equal access to opportunities for all students—so we need to KNOW where students are not achieving so we can help

Possible Solutions

1) Include growth in accountability systems in greater percentages
   - Michigan is already doing this (this year, will be 50% achievement, 50% growth) and will increase this in the future with more benchmark assessment data
   - Schools should be able to get a student to grow in a year, even if they are not yet proficient

2) Account for poverty in the actual accountability system
   - One option: change the actual grade if the scores are higher "than expected" (challenge—this masks the reality of performance)
   - Another option: provide additional labels/indicators to show that a school performed better (or worse) than similar peers

Most compelling solution: Change the way we support districts/schools

- Low achievement and/or low growth is still low achievement and low growth—but simply labeling that will not, in and of itself, bring about change

- Need to change the way we support districts that have these significant challenges and risk factors while still be honest about where performance is for all students

MDE's proposed solution? → The Partnership Model

ESSA's Opportunities

- To create a more cohesive, unified approach to support the "whole child" – moving away from a disjointed "silo" approach

- Move beyond simply *identifying* some needs through the use of assessment and accountability, and focus on a broader range of needs, as well as the necessary supports to bring about change

- Identify necessary changes to our assessment and accountability systems in support of our 10 in 10 goals

- Identify how we leverage educators as supports and implement an aligned approach to the educator pipeline

Importance of Partners

- Focusing on the "whole child" requires that partners outside the MDE are at the table, both at the state level and at the local level

- This includes "non-traditional" partners, such as social workers, counselors, community members, civil rights and school justice organizations, community-based organizations, foundations, employers, parents of children across the continuum of ages, and other partners in the community

- ESSA also includes requirements/opportunities for government-to-government consultation with Michigan's 12 tribal nations

Goals for Feedback Forum

- Present current ideas generated from:
  - 10 in 10 Listening Tour
  - Vision committees
  - Action teams
  - First round of feedback
  - Ongoing discussions around the feedback circle
    - Including 10 in 10 development, this represents almost 18 months of ongoing discussion with diverse stakeholders; seven months of ESSA-specific development and feedback; over 400 individuals actively involved in generating ideas and feedback; three statewide surveys
- Ask for feedback, both generally and in targeted areas
  - Questions not answered at forums will be used to develop an online FAQ document (posted on: www.Michigan.gov/essa)

Specific Big Ideas For Discussion

- The role of poverty in education; appropriate responses in accountability systems; how supports can impact

- The importance of subgroups—again, in both the information provided in the accountability system but more importantly in the supports provided

- Reshaping our statewide system of support

- Refocusing our efforts around educator quality through opportunities in Title II and beyond

- Addressing the needs of the "whole child"—both the processes and through partnerships

A note about the federal context

- With the presidential election, there is uncertainty and speculation over what will happen with ESSA (both the proposed regulations, and the law itself)

- There are also discussions within the state over timelines, etc.

- Regardless:
  - Michigan has always built this plan to support certain components of the 10 in 10, not to address federal regulations
  - We will move forward with key ideas because they enact our strategic vision, not because they relate to federal law

ESSA and Supports for Schools and Students

Michigan Supports for a Well-Rounded Education

Leveraging Federal Programs to Achieve Michigan's Vision

ESSA Title Programs

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

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

Aligned to Top 10 in 10 Initiative

- **Guiding Principle** – Each student should have access to the same high-quality educational opportunities as any other student in Michigan

- **Goal** – Reduce the impact of high-risk factors including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities

- **Strategy** – Establish and implement with fidelity a high quality, differentiated multi-tiered system of support for all student needs

Key Ideas: Driving Supports to Highest-Need Districts
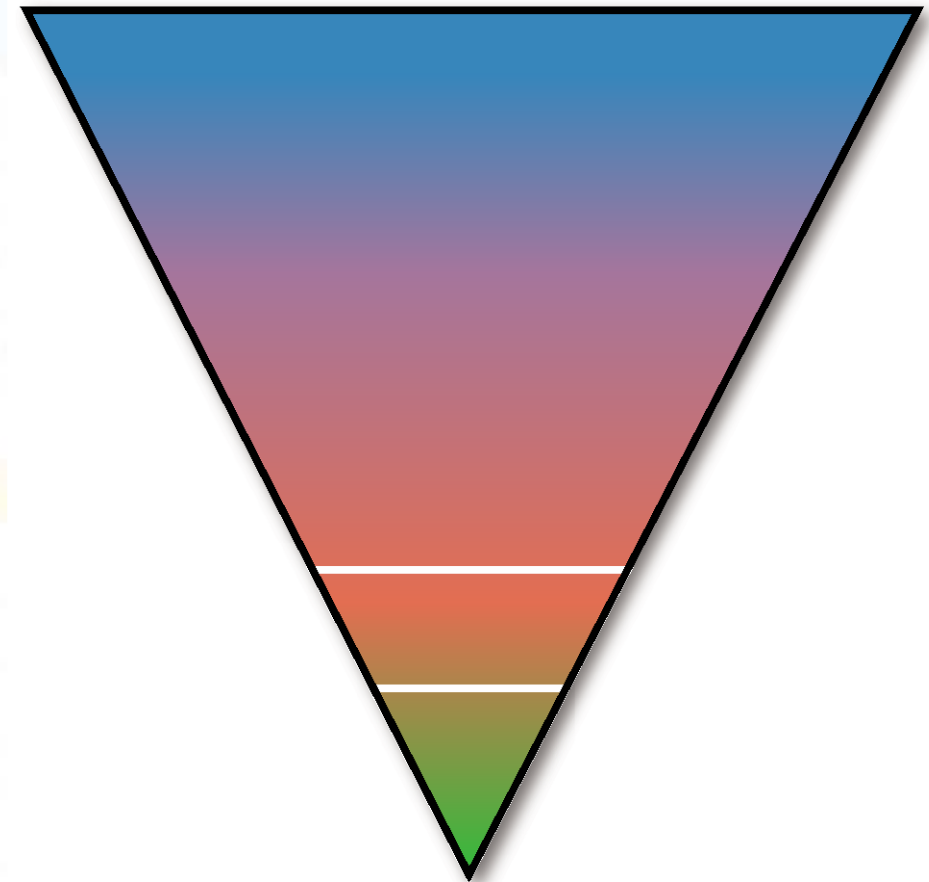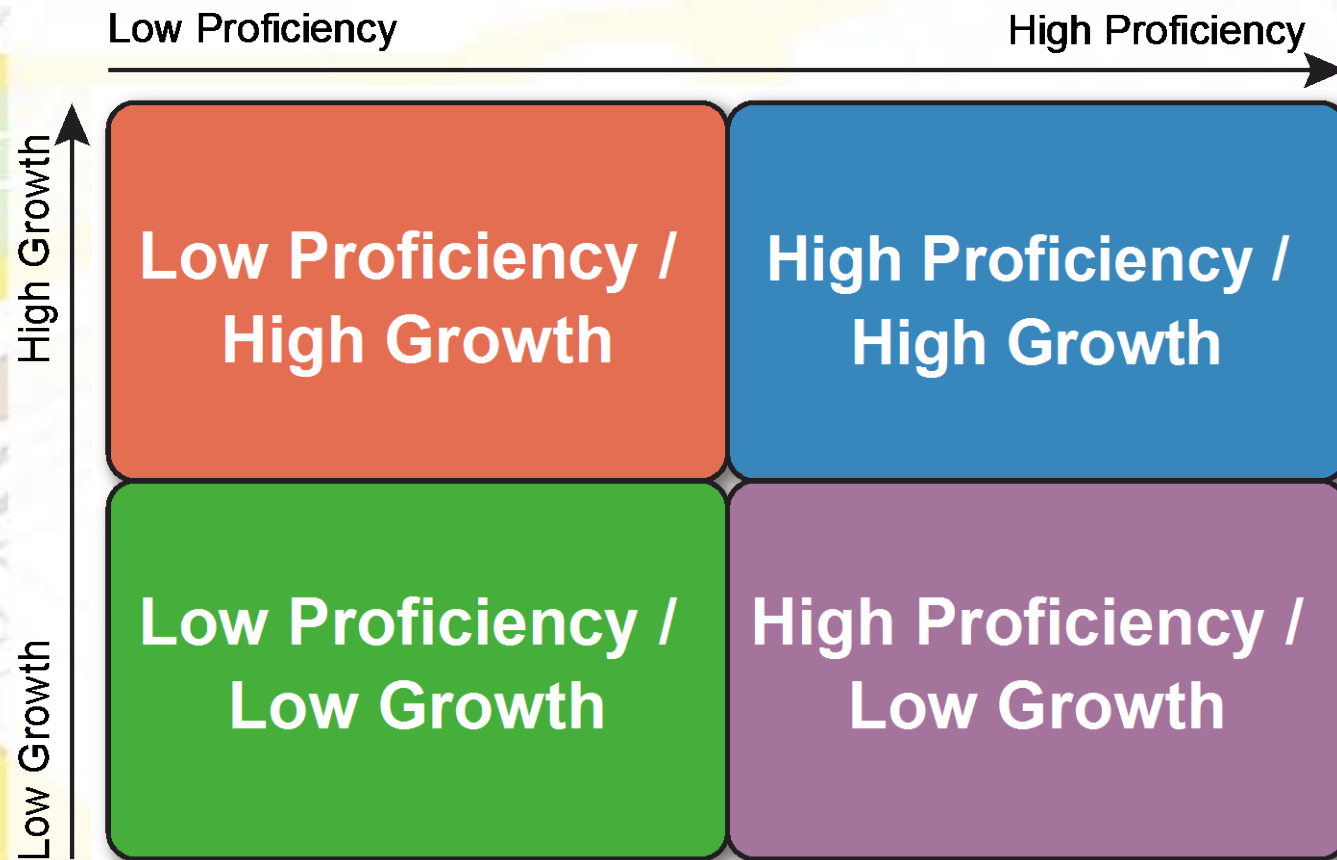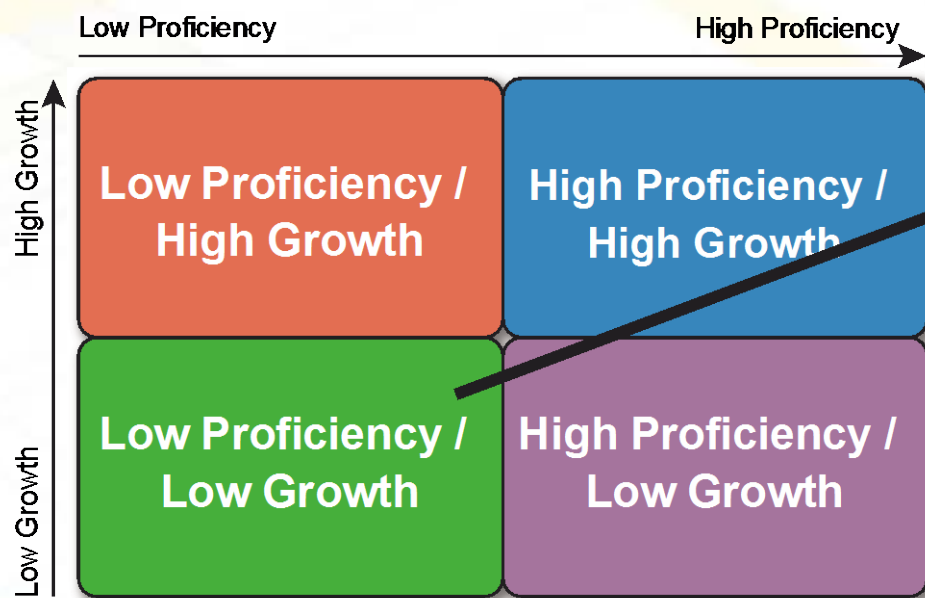
Supporting All Districts

Achievement Gaps

- Still need to maintain a focus on groups of students who are falling behind, who will get lost in the "average"

  - African-American Males

  - Students Living in Poverty

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

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

Low Proficiency / High Growth	High Proficiency / High Growth
Low Proficiency / Low Growth	High Proficiency / Low Growth

Partnership Districts

Low Proficiency → High Proficiency

High Growth / Low Growth

| Low Proficiency / High Growth | High Proficiency / High Growth |
| Low Proficiency / Low Growth | High Proficiency / Low Growth |

Low Proficency/ Low Growth

Partnership Model

- Individual plans for these partnership districts that focus on holistic supports

- MDE sits with the district, their school board, the ISD, the education organizations, community organizations, other state agencies, and local partners to develop a full package of supports

- Package of supports includes:
  - Academic supports
  - Wraparound services (social/emotional; physical/mental health; food and nutrition)
  - Safety and climate/culture supports
  - Special funding considerations

Low Proficiency / High Growth	High Proficiency / High Growth
Low Proficiency / Low Growth	High Proficiency / Low Growth

ESSA...MDE Current and Desired...

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

In ESSA … "NEEDS Rule!"

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

What are we specifically doing?

- Expanding the comprehensive needs assessment process

- Creating/identifying the evidence base to incentivize use of best practices—across the entire birth- grade 20 spectrum, in support of our 10 in 10 initiatives

What are we specifically doing?

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

Comprehensive Needs Assessment (CNA) Process

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

Comprehensive Needs Assessment (CNA) Process

- To ensure that the CNA is "whole child" focused, we also need to include non-traditional partners within the process (e.g. social workers, counselors, community members, parents of children across the continuum of ages, etc.)

- Therefore, the needs assessment process needs to
  - Span all areas of a child's need and
  - Be known to the other non-ESSA grant areas so that we do not duplicate needs assessments

Why the CNA matters?

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

  Therefore, the MDE is:

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

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

Imagine the box below represents the full range of identified needs

General Fund from per pupil allowance

General Fund/Per Pupil

General Fund/Per Pupil

General Fund/Per Pupil

ESSA/Title Funding

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

Food/Nutrition funds

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

General Fund/Per Pupil

ESSA/Title Funding

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

Early Childhood funding sources

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

Early Childhood Funds

General Fund/Per Pupil

ESSA/Title Funding

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

Special Education funds

| General Fund/Per Pupil |
| ESSA/Title Funding |
| Food/Nutrition Funds |
| Early Childhood Funds |
| Special Education Funds |
| General Fund/Per Pupil |
| ESSA/Title Funding |
| |
| |
| |
| General Fund/Per Pupil |
| ESSA/Title Funding |
| Food/Nutrition Funds |

Competitive grants; other agency sources

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

Early Childhood Funds

Special Education Funds

General Fund/Per Pupil

ESSA/Title Funding

Competitive Grants

Other State/Federal Agency Sources

Other Funding

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

All funds together support needs identified in the CNA process

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

Early Childhood Funds

Special Education Funds

General Fund/Per Pupil

ESSA/Title Funding

Competitive Grants

Other State/Federal Agency Sources

Other Funding

General Fund/Per Pupil

ESSA/Title Funding

Food/Nutrition Funds

So you have identified a need? What now?

- Districts then need to identify a strategy or an intervention

- That intervention needs to be evidence-based

- ESSA introduces new rules regarding evidence-based, including four levels of evidence
  - Strong evidence, moderate evidence, promising evidence, demonstrates a rationale

So you have identified a need? What now?

- We have a set of strategies and practices in the Top 10 in 10 that we want to incentivize districts to use

- Therefore, we need to
  - Document the underlying evidence base for those strategies and
  - Ensure that districts consider those key strategies when developing their plans
  - Train the MDE staff to know which practices are evidence-based/10 in 10 practices

So you have identified a need? What now?

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

Example:

- District A goes through the new comprehensive needs assessment process and identifies two major challenges to their outcomes: 1) lack of coordinated transition from early childhood to kindergarten and 2) behavioral issues (indicated by a high rate of suspensions)

- This district then identifies (with the MDE's help) a set of evidence-based practices to address both of the challenges noted above
  - Evidence-based practices that are in the 10 in 10 are qualified at the highest level of evidence, and districts are encouraged by consultants to consider them

- The district then identifies the appropriate funding sources, which can include Title funds (as well as state, local, private funding, or other federal funding)

Title I, Part A – New in ESSA

- **Section 1007 – Exception Rule**
  - Schools with 75% or more of their students living in poverty must be served with Title I funds. The Exception Rule would allow districts to lower the threshold for secondary schools to 50%

- **Section 1009 – Targeted Assisted Student Eligibility**
  - A district identifying early grade students for services in Title I must use objective criteria developed by the LEA, eliminating the use of:
    - Teacher judgement
    - Parent interviews
    - Developmentally appropriate measures

- **Section 1011 – Ombudsman for Equitable Services to Private Schools**
  - States must appoint an Ombudsman to monitor and enforce the rules of Equitable Services to Private Schools

Title I Statewide System of Support Types of Schools

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Comprehensive Support

- Bottom 5% of schools
- **OR** Graduation rate below 67%
- **OR** an Additional Targeted Support School that did not exit that status in a State-determined timeframe

Sec 1111(c)(4)(D)(i)

Targeted Support

- Schools in which any subgroup of students is consistently underperforming

Sec 1111(d)(2)(A) & Sec 1111(c)(4)(C)(iii)

Additional Targeted Support

Schools having a subgroup of students performing like the bottom 5% of schools

Sec 1111(d)(2)(C) & Sec 1111(c)(4)(D)(i)(I)

Support for Schools

- **Comprehensive Support Schools:**
  - State approves improvement plans
  - May take more rigorous actions over time
  - Have access to Title I grant funds

- **Targeted Support Schools:**
  - The district approves improvement plans

- **Additional Targeted Support:**
  - The district approves improvement plans
  - If the schools do not improve, they may become Comprehensive Support Schools

Districts with a "Significant Number" of Labeled Schools

MDE is required to:

- Periodically review the systems resource allocation of the district to its labeled schools

- Provide technical assistance to these districts

Discussion Topic: *What should this technical assistance look like?*
- ❑ Site visits
- ❑ Document review/desk audit of district and school processes
- ❑ Financial audit
- ❑ Quarterly reports
- ❑ Professional learning based on comprehensive needs assessment
- ❑ Other (please describe)

7% Title I Reservation

- Required by ESSA

- State *shall* make grants to local educational agencies (LEAs)

- These grants can be granted through formula or competition

- Funds improvement activities for comprehensive or targeted support (section 1111(d))

Low Graduation Rate Schools

- High schools that do not graduate at least 67% of students will be considered Comprehensive Support Schools

- MDE is recommending that these high schools not be treated the same as schools performing in the bottom 5% in the state

- High schools not graduating at least 67% of students should be required to include a goal in its School Improvement Plan indicating its plan to improve the graduation rate. This plan must be approved by the Michigan Department of Education

Discussion Topic: *Do you agree or disagree with this requirement?*

Discussion Topic: *What else do you recommend be required of these high schools?*

Exit of Comprehensive Support Schools

- If Comprehensive Support Schools are re-identified in the next identification cycle (likely three years), MDE is required to take "more rigorous SEA determined action"

Discussion Topic: *What should this "more rigorous" action look like?*

❑ Require participation in the Statewide Regional Center trainings indicated by the Comprehensive Needs Assessment

❑ Site visits by MDE teams to determine fidelity of implementation of evidence-based improvement efforts

❑ Increased monitoring of improvement plan implementation

❑ Other

Special Populations:
English learners, immigrant, homeless, migratory children, neglected and delinquent youth

- Special Populations needs assessment must be included in the district's Comprehensive Needs Assessment
- Districts are required to provide equitable access to Title I, Part A funding and supports and increase access to early childhood programs
- Proposed strategic supports improve:
  - Academic achievement
  - Teacher preparation/effectiveness
  - Transition to careers/college
  - Parent and community engagement
- MDE/ISDs will offer professional development, technical assistance and support

Student Support and Academic Enrichment (SSAE)

- Consolidation of smaller grant programs into a new competitive block grant

- The block grant will allow for the alignment and utilization of Title funding to improve student learning and improve access to technology

- Transfers may occur from Title IV, Part A funding into Title I, Part A funding to provide for greater flexibility around identified educational goals from the Comprehensive Needs Assessment (CNA)

- Program Activities:
  1. Provide all students with access to a well-rounded education
  2. Improve school conditions for student learning
  3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students

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

Student Support and Academic Enrichment Cont'd

- Allocation of funds to implement SSAE programming:

  1. At least 20 percent of funds need to support well-rounded educational opportunities

  2. At least 20 percent of funds are to support activities for safe and healthy students

  3. A maximum of 15% can be used for technology infrastructure

21st Century Community Learning Centers

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

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

MDE will offer technical assistance to help LEAs:

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

Closing Thoughts...

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

ESSA and Educator Quality

Educator Quality Process

- Examination of foundational documents
  - Top 10 in 10
  - Michigan's Plan to Ensure Equitable Access to Excellent Educators
  - CGTL Talent Development Framework
  - ESSA, Title II, Part A: State Activities and LEA Activities
  - Other ESSA Language and Guidance (e.g., Evidence Base)
- Identification of Early Focus Areas
  - Equity
  - Recruitment and Retention
  - Evaluation
  - Career Pathways for Teachers

Educator Quality Process

- Analysis and consideration of stakeholder feedback
- Synthesis of Work-to-Date and Identification of Final Focus Areas
  - Recruitment
  - Preparation
  - Professional learning
  - Evaluation
  - Leadership
  - Retention
- Small Action Planning Teams and Workshop

Four Overlapping Priority Areas with a Focus on Equity

1. Cultivate High-Quality Educator Preparation Provider/P-12 Partnerships

2. Establish a System of Supported Transitions from Pre-Service to the Profession

3. Develop and Utilize Teacher Leadership Roles

4. Establish and Support a Pipeline of High-Potential Aspiring and Highly Effective Practicing Principals

Cultivate High-Quality Educator Preparation Provider/P-12 Partnerships

- Serve as the Foundation for System of Supported Transitions into the Profession

- Identify and Adjust Programming and Specialization Based on P-12 Needs

- **EQUITY FOCUS**: Develop highly specialized programs to meet partnership district workforce needs

Establish a System of Supported Transitions from Pre-Service to the Profession

- Residency Preparation Programs

- Targeted Alternate Route Preparation Programs

- High-Quality Induction and Mentoring Programs

- **EQUITY FOCUS**: Invest resources in high-quality alternate route preparation programs to meet significant and urgent workforce needs in hard-to-staff districts/Partnership Districts

Develop and Utilize Teacher Leadership Roles

- Establish Building-Level Distributed Leadership Models to provide teachers with career growth opportunities and expand building supports for professional learning, supported transitions, and instructional leadership

- Establish regional- and state-level teacher leadership roles to expand the reach of highly effective teacher leaders and elevate teacher voice and influence in education policy

- **EQUITY FOCUS**: concentrate resources for teacher leader development in high-needs schools/Tier II and Tier III Schools/partnership districts

Establish and Support a Pipeline of High-Potential Aspiring and Highly Effective Practicing Principals

- Develop high-quality methods of identification and recruitment of high-potential candidates into the principal pipeline

- Develop and support, via EPP/P-12 collaborative partnerships, high-quality principal preparation pathways

- Ensure high-quality clinical preparation experiences and supported transitions for new principals

- Provide high-quality professional learning to support principals in effectively implementing teacher evaluations through the provision of purposeful feedback and developing and sustaining building-level distributed leadership models

- **EQUITY FOCUS**: concentrate resources for Principal Pipeline development to serve high-needs schools/Tier II and Tier III Schools/partnership districts

Equity Notes

- We are working to develop a more robust and meaningful measure of educator workforce shortages in Michigan

- We likely need to revise the metrics and activities analyzed and described in our 2015 Plan

- Partnership Districts could be Michigan's "Equity Districts" such that the focus and resources devoted to our equitable access activities are narrowed to the Partnership Districts

Title II, Part A Funding

- 92.15 % to LEAs via formula subgrants

- 1% to MDE for grants administration

- 4% for state activities to support educator quality

- 2.85% for state activities to specifically support leadership

ESSA and Accountability

Accountability System: Big Ideas

- Accountability guiding principles: http://www.michigan.gov/documents/mde/Guiding_Principles_Of_Accountability_532263_7.pdf

- Increased emphasis on growth

- Incentivize things that are important in the 10 in 10 (for example, progress toward a postsecondary credential while still in high school through CTE, AP/IB, dual enrollment, early middle college)

- Transparent and as simple as possible, yet fair

- Use to drive supports to the districts most in need

- How to address impact of poverty, while maintaining high academic standards for all

Michigan's Proposed Accountability System

Striving to find balance
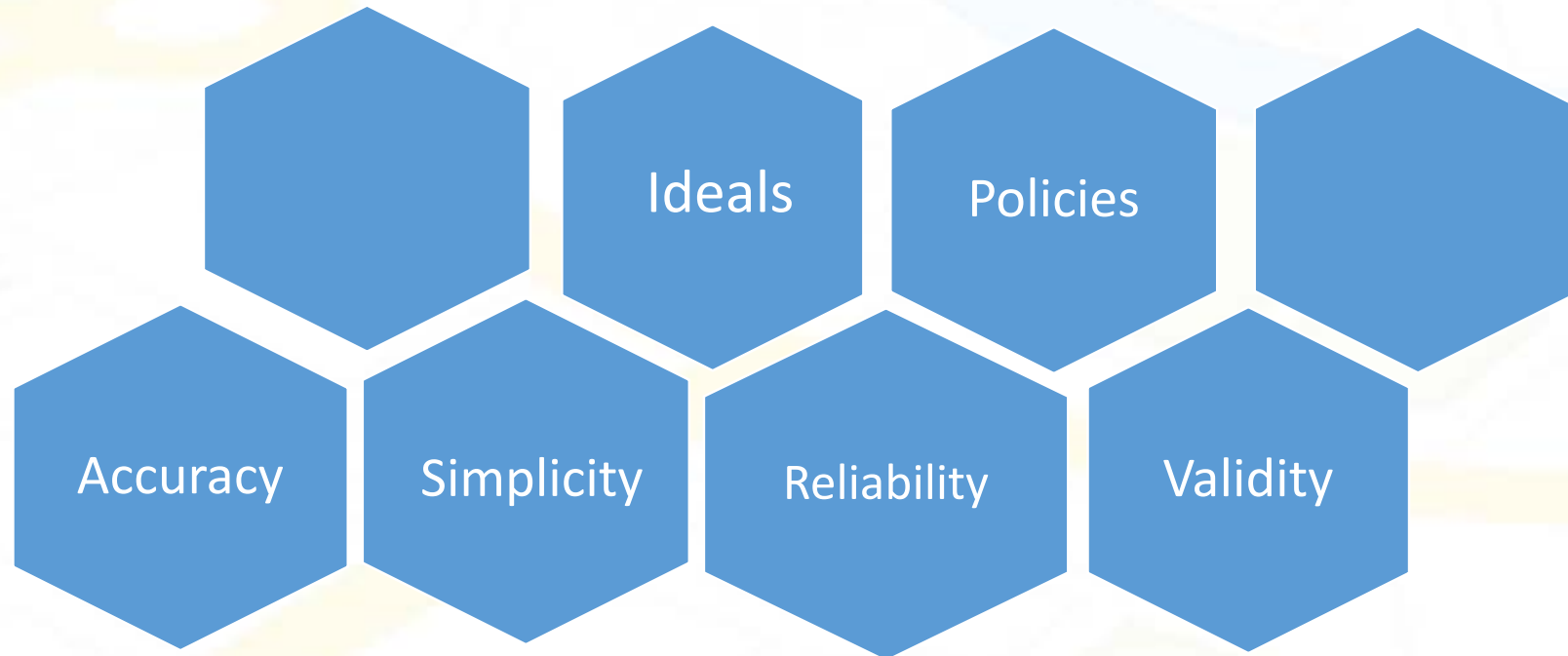
Aligned to Top 10 in 10 Initiative

- Guiding Principle — Data and accountability will drive resources and focus improvement in order to make Michigan a Top 10 education state

- Goal — Reduce the impact of high-risk factors and provide equitable resources and quality opportunities

- Strategy — Implement an assessment and accountability system that reduces the impact of high-risk factors, while helping ensure equitable resources.

School Performance Ratings

- Single letter grade (A-F)

- Based on school performance in different areas:

  - Participation

  - Proficiency

  - Student growth

  - Graduation rate

  - English Learners' (ELs')

    progress in acquiring English

  - English Learner participation

  - School quality/student success

Proposed Weighting of Indicators in Overall Index

Indicator	Weight
Proficiency	29%
Growth	29%
Graduation Rate	15%
English Learner (EL) Progress	14%
School Quality/Student Success	10%
Participation	2%
English Learner (EL) Participation	1%

- Weights show the proportion of the overall label determined by an individual indicator

- Missing indicators will have their weights distributed **proportionally** to the remaining indicators

Indicator Indices

- Within individual indicators results are aggregated for each student group having the minimum n-count to get an Indicator Value

- The Indicator Value is then divided by the Indicator Goal to get a percent of goal met which is called the Indicator Index

- This process is done for each indicator so that each indicator has an Indicator Index on a scale of 0-100

School Quality/Student Success Component

Includes:

- Teacher and school administrator longevity

- Student chronic absenteeism

- Completion and passing of advanced college and career coursework (Advanced Placement, International Baccalaureate, Dual Enrollment, and Career Technical Education)*

*High school only

Long-Term Goals with Interim Checkpoints

- Long-term goals are set based on statewide values, aligned with Top 10 in 10

  - Statewide values are anchored, and the goal is to increase the numbers of schools/subgroups meeting the goals over time

- Interim progress goals are set to measure progress toward long-term goals

Identifying Schools Needing Support/Recognition

- Every three years —identify low performing schools

- Every year —identify schools with underperforming subgroups relative to statewide component targets

- Every year – identify high-performing schools

Impact of Accountability System Change

For schools and districts:

- Replaces Michigan's existing scorecards and school rankings

- Schools will receive letter grades

- Districts will NOT receive letter grades, but will have accountability "dashboards" that will indicate progress on a number of additional indicators

For all stakeholders:

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

School Quality and Student Success Transparency Dashboard

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

- Student Engagement

- Educator Engagement

- School Climate and Culture

- Advanced Coursework

- Post Secondary Readiness

- Access/Equity

Aligned to Top 10 in 10 Initiative

- Guiding Principle — Data and accountability will be used to help drive resources and focus improvement activities for students and educators with attention on transparency

- Goal —Provide quality data for districts and community

- Strategy — Develop a School Quality and Student Success Transparency Dashboard with key indicators that provides quality data to educators and families that can ultimately impact student achievement

Proposed Dashboard Details

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

Why suspension data matters?

- Suspension does not prove effective in changing student behavior

- Even used in moderation, it has a negative impact on school climate

- Suspension
  - Increases the risk of a student dropping out or being pushed out
  - Increases the risk of involvement with the juvenile justice system
  - Decreases student outcomes

- We need suspension data in order to:
  - Monitor over-reliance on suspension as a primary discipline method
  - Monitor disproportionate minority contact
  - Ensure that Michigan schools are addressing school climate and culture issues, and student behavior, with more appropriate and effective strategies

Student Engagement Section

Dropout rate
Student Mobility
Attendance (or Absenteeism)

Educator Engagement Section

Professional Development Opportunities
Appropriate Placement of Educators
Principal Effectiveness
Teacher Effectiveness

Advanced Coursework Section

AP Course Completed
AP Test Taking/ Passing
CTE Program Completion
Dual Enrollment Course Completion
IB Completion

Post Secondary Readiness Section

Remedial Enrollment
Post Secondary Entrance Rate

Access/Equity Section

Access to Technology
Art Access
Early Learning Access in Public School System
Achievement Gap Indicators within Assessment System

School Climate Culture Section

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

Timelines

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

ESSA and the Assessment System

Rigorous Standards, More Opportunities to Learn and Demonstrate

- Michigan has rigorous career and college ready standards, and those are a critical core component of becoming a 10 in 10 state

- We must build on that solid foundation by:
  - Focusing our instructional model on deeper learning
  - Ensure that our assessments encourage and support deeper learning, and ask students to demonstrate a broader range of skills

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

Assessment Vision: Broad Goals

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

- **Teachers:** Put data in the hands of teachers, along with appropriate training and tools, so they can develop a game plan for meeting the needs of each child

- **Parents:** Provide parents with timely information on their student's proficiency with grade level expectations—can my student do what he/she needs to be doing in third grade? Why do they get good grades if they aren't proficient?

- **Students:** Help inform students about where they really are in terms of academic performance and help them set goals to achieve

- **Taxpayers:** How are we truly performing as a state; hold schools accountable for growth AND proficiency

Key Components of the Assessment System

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

Assessment SHOULD:

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

Assessment SHOULD NOT:

- Be a once a year "event"

- Be defined as only the "state assessment"

- Be seen as a punitive measure as opposed to information

MDE's Assessment Vision

Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
5	Innovative assessment (M-STEP like) w/team problem solving	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure
6	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
8	Innovative assessment (M-STEP like) w/ team problem solving -OR- PSAT 8/9	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure –OR-- On track for SAT/college and career readiness
9	PSAT 8/9	ELA, math	Spring	On track for SAT/college and career readiness
10	PSAT 10	ELA, math	Spring	On track for SAT/college and career readiness
11	Michigan Merit Exam (SAT, WK, "M-STEP" Sci/SS)	ELA, math, science, social studies	Spring	College and career readiness

Implementation Considerations

- Timeline and readiness of vendors; working through information from a recent Request for Information (RFI)

- Continue to innovate with our assessments, including problem solving, teamwork and critical thinking, and how to best integrate into the overall assessment SYSTEM

- Federal regulations and timelines = unclear at best right now

What Were We Looking for from the RFI?

- **WHEN** – When would vendors be possibly ready to put together a system to meet our vision

- **Accommodations** – Which vendors have the student accommodations we expect from an assessment system

- **Overall Approach** – Do vendors have ideas of how to combine interim/benchmark scores into a single summative score as ESSA lays out, what creative solutions might they have

What Did We Find?

- **When :** most vendors are not ready for a potential Fall 2017 launch of a new assessment model for Michigan. This is particularly apparent to the vendors that historically have not provided statewide summative assessments in the past

- **Accommodations:** There was a spectrum of accommodation tool availability across the vendors. Again, the vendors who historically have not done state tests have never had to do accommodations before. DRC and Smarter Balanced displayed the largest numbers of currently available accommodations

- **Overall Approach:** Each vendor had some different ideas of how to fulfill the assessment vision, but an unexpected finding is that all of the vendors still recommended having a summative assessment in each grade level

Other Learnings

- **Different Wrapper**:
  - Summative/Required Assessment Wrapper on a Benchmark/Optional package
    - Accommodations
    - Additional Content: Writing, TE items, etc
    - Required administration: Pre-id, tested roster, participation rates, etc.
    - Cost

  - Will people still like it when it becomes part of "the" test, and is different than what they've used in the past?

  - 3rd Grade Reading law

What Now?

- We are having conversations at the department about ways we can implement the vision successfully, while providing the best solution for the vision

- Considering what to do with summative assessment, can a summative assessment be used as a spring benchmark?

- We know that the spring 2017 and 2018 M-STEP will remain the same, we are looking into WHEN any changes might occur moving forward

Next Steps

- MDE will be sharing information via online: www.Michigan.gov/essa
  - Informational videos on specific ESSA-related topics
  - Brief, topical surveys seeking feedback on specific aspects of the plan
  - FAQs developed from questions posed at forums and received through other channels
- Feedback received will be incorporated into the draft plan that will be shared for public comment in early 2017
- Pending official guidance from the U.S. Department of Education, the final plan (incorporating input from all phases of comment) is expected to be submitted in early March 2017

For More Information:

Please visit our website: www.michigan.gov/essa
- Sign up for **ESSA Notes** updates
- Review information about ESSA and Michigan's work
- Respond to our online surveys (click the "Get Involved" link)

Any questions, please email us at: MDE-ESSA@michigan.gov

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Questions?

Venessa A. Keesler, Ph.D.

Deputy Superintendent, Division of Educator, Student and School Supports

keeslerv@Michigan.gov

517-241-1119

Twitter: @vkeesler