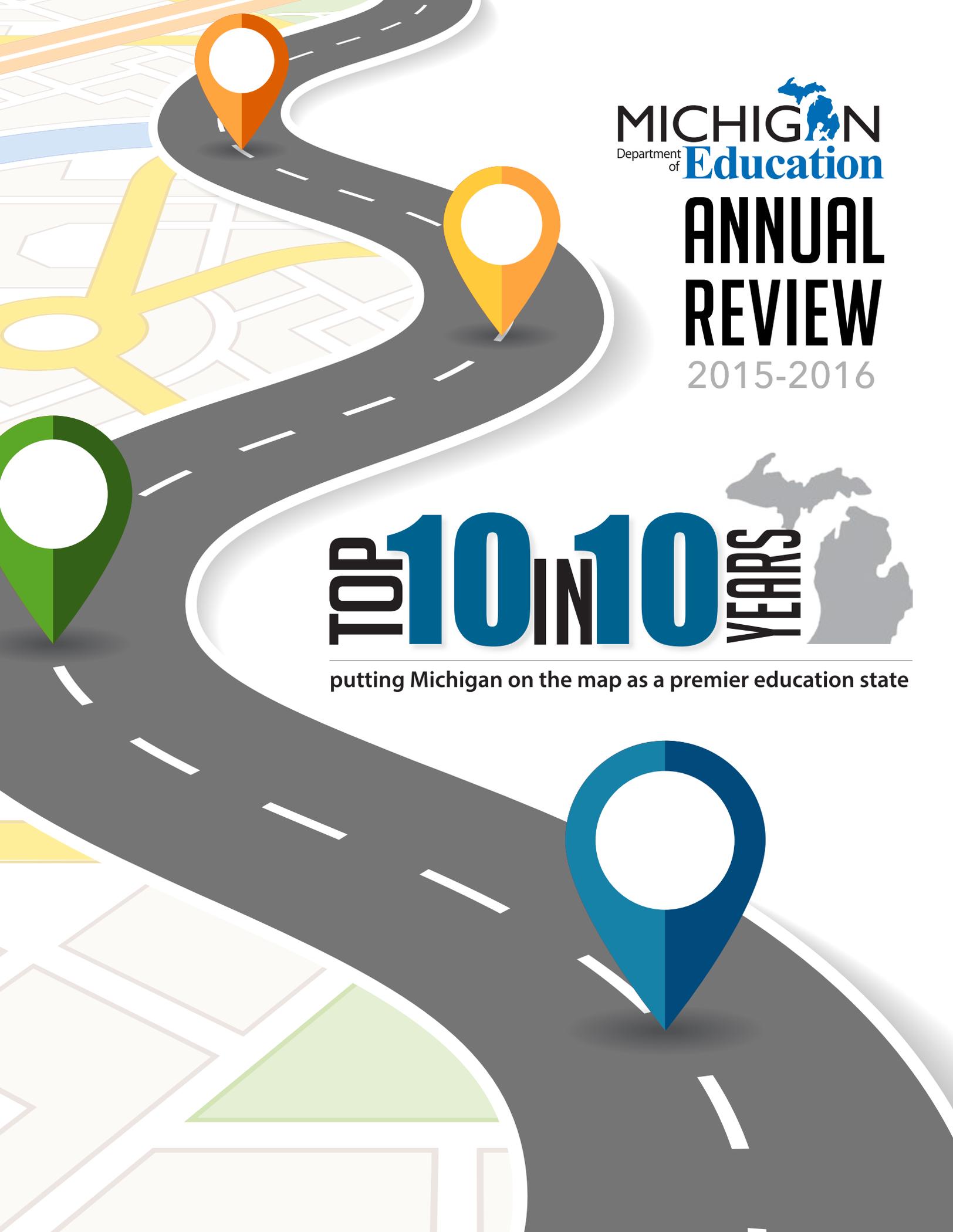




MICHIGAN
Department of **Education**

ANNUAL REVIEW

2015-2016



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

Friends,

I am pleased to present you with the 2015-16 Annual Report for the Michigan Department of Education. My first year as State Superintendent has been extraordinarily rewarding as we have begun our work focusing on building Michigan into a Top 10 education state over the next 10 years. It is a vital, if not an easy task and will take the collaboration of everyone in Michigan to make it happen.

This Annual Report is designed to highlight the great strides made in the Michigan Department of Education in supporting schools, districts, educators, students, and parents – through a lens of providing premier customer service.

Also included in this Annual Report are summaries of the major initiatives that are in development and various stages of implementation to improve student and educator success. We are committed to engaging the many stakeholders who have a direct impact on Michigan's system of education – from early childhood learning to post-secondary education and career fulfillment.

With the support and direction from the State Board of Education, the Michigan Department of Education continues to move forward in steering state policy in a positive direction with Governor Rick Snyder and the Michigan Legislature. Building strong, trusting relationships with local school districts, as well as policy and opinion leaders across the state, will foster a respectful conversation to benefit all children in Michigan.

Please read this Annual Report with a hopeful vision that Michigan is just stepping off on a 10-year process to become a Top 10 education state. This won't happen overnight. We need to build the foundation for success and give the plan time to work. Every stakeholder has a role and responsibility to make this happen and we all need to be invested in this effort.

Sincerely,

A handwritten signature in black ink that reads "Brian J. Whiston".

Brian J. Whiston
State Superintendent

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REPORT SUMMARY

MDE is proud to celebrate the following successes during the past year:

- **Meeting the needs of Michigan learners:**
 - increasing access to quality early childhood education;
 - focusing on best practices for early literacy in grades K-3;
 - improving K-12 science standards;
 - operating the Michigan School for the Deaf in Flint, serving students from throughout the state who are Deaf or Hard of Hearing and their families;
 - providing flexibility to meet students where they are through seat time, innovative practice, and calendar waivers;
 - ensuring access to nutrition through breakfast and lunch programs;
 - developing a world-class educator evaluation system;
 - expanding opportunities for early/middle college and other post-secondary credit attainment;
 - preparing and supporting students and educators in the use of new technology through the Technology Readiness Infrastructure grants; and
 - requiring fewer hours of testing and improving turnaround time on assessment reporting.
- Engaging education and business leaders to drive education reform and develop a cohesive vision to make Michigan a **Top 10 education state in the next 10 years**.
- Establishing a **partnership model** for academically and financially struggling districts by gathering statewide and local stakeholders to work with these districts address financial and academic improvements.
- Promoting a **customer service focus**:
 - department leadership visiting Michigan's schools across the state;
 - easing reporting burden on school districts by continuing to streamline data requests;
 - providing supports to districts on meaningful educator evaluations; and
 - developing a strong working relationship with the Governor and the State Legislature.



TOP 10 IN 10 OVERVIEW



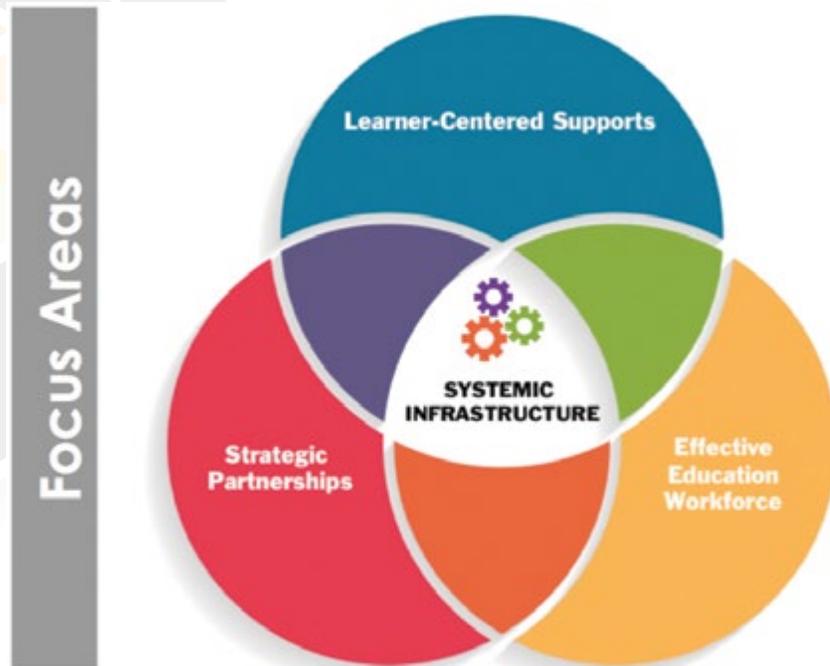
One of Superintendent Whiston’s initial efforts as State Superintendent was to engage in a statewide public discussion about what it would take to make Michigan one of the Top 10 states with respect to educational systems and outcomes, within the next 10 years. Recognizing that such moves would require considerable engagement and ownership from Michigan’s educational stakeholders, the State Superintendent and State Board of Education sought considerable input, both through the presentation of a range of suggestions from major stakeholder organizations at State Board meetings and through an online public forum and survey intended to gather considerations and input. The response was overwhelming, with nearly 4,200 suggestions from more than 800 individuals and organizations across Michigan over a two-month span.

The Michigan Department of Education (MDE) worked with a considerable stakeholder group to coalesce these suggestions into a set of major goals to drive the planning and activities of the state’s education community, from state policy-makers to individual classrooms and educators. In December 2015, the State Board adopted a set of [broad goals, which were followed up two months later with a set of 44 specific strategies](#) that will support these goals:

- construct a solid and sustainable P-20 system to educate all children for success;
- meet and support the learning needs of ALL children;
- meet and support the professional needs of ALL educators;
- design systems to overcome the disparities experienced by children and schools;
- empower parents and families to actively participate in their child’s education;
- partner with employers to develop a strong, educated, and highly-skilled workforce; and
- lead and lift Michigan education through greater service from Lansing.

Since that time, a small group of MDE and external educational leaders have convened to further process these strategies, recognizing that the strategies alone needed greater coherence with one another, and would require actionable, strategic planning to implement. This group engaged in considerable discussion and analysis to better understand the nature of the individual strategies, the potential coherence of multiple strategies within current or future statewide initiatives, and the prioritization of such initiatives into Focus Areas to help guide the education community in Michigan to implement these efforts.

TOP 10 IN 10 SUMMARY (CONTINUED)

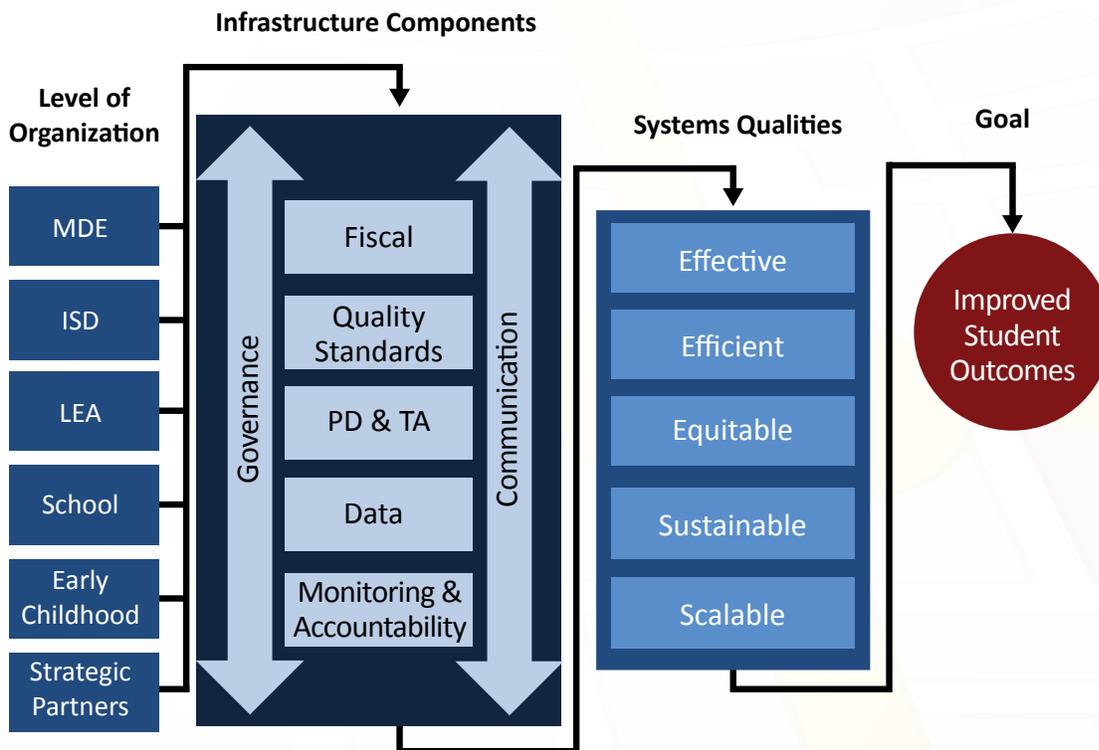


We have identified three basic domains that could serve as Focus Areas for the ongoing work of the state's Top 10 Strategy Plan moving forward. A focus on Learner-Centered Supports situates considerable work around Michigan's primary "customers" of our education system – our students. Within this, Michigan will roll out a series of "Priority Initiatives" that will help align focus and activities for educators, policy makers, and others around major topics such as "Early Literacy" or "Personalized Learning."

The second Focus Area centers on developing an Effective Education Workforce for the state. Again, major cross-cutting initiatives, such as educator evaluation, a reform of educator and administrator preparation, and equitable access to quality educators throughout the state's schools likely will be major initiatives that become priorities for program development, system building, and public awareness and engagement in the coming years of implementation.

The third Focus Area addresses strategic partnerships that are required to ensure quality transitions between educational service fields, ranging from pre-natal family supports to early childhood to the K-12 system to higher education and the business and industry fields that rely on a productive and engaged workforce. This priority focuses on the institutional connections and collaboration that are required to make Michigan a top state, both educationally and economically.

One other effort of the smaller stakeholder groups was to prioritize strategies to determine considerations for early versus later implementation, knowing that it is impossible to focus on everything at once. Using a number of organizational and analysis processes, the group identified the deepest driver to support the quality implementation of the various strategies - the development of our state education agency and our broader educational infrastructure. This work sits at the intersection of these other Focus Areas, and will be a key priority in aligning our education system to support the strategies and goals to be a Top 10 education state. Such efforts also will be incorporated in MDE's state plan for the [Every Student Succeeds Act \(ESSA\)](#), and is being used to engage in a multi-stage reorganization of the department to better support the goals and strategies of this plan.



MDE now is conducting in final stakeholder engagement around these concepts, which will lead to an overall systemic plan, followed by strategic plans on major initiatives that will be implemented in stages so as to develop and build systems and gather implementation feedback as we proceed. MDE also is partnering with multiple technical assistance providers at the state and national level to support the planning, adoption, and implementation of this work moving forward.

MDE OFFICES RETROSPECTIVE

Throughout the 2015-16 school year, MDE staff engaged in a broad range of activities in support of Michigan's more than 1.5 million public school students and the schools and districts that serve them. The sections below highlight multiple points of pride and key efforts our team was involved in over the past year, as shared by MDE Office Directors.

SUPPORTS FOR SCHOOLS, DISTRICTS AND EDUCATORS - WITH A FOCUS ON CUSTOMER SERVICE

Superintendent Whiston set forth a charge to MDE to provide excellent customer service to those we serve in the state's educational system. The service and support MDE provides to educators, the higher education programs preparing future educators, local and intermediate school districts, and individual schools across the state takes many forms, including technical assistance, grant funding, streamlined monitoring and review processes, flexibility through waivers, and numerous other partnership efforts. Below are just a few examples:

- **Flint Water Crisis** – MDE is focused on providing increased support and resources for schools, children, and families of Flint. Our efforts are centered in three primary areas: increased access to healthy food, expanded early childhood programs, and enhanced school nursing services. Highlights include:
 - o Distributed emergency funds to Genesee ISD and Flint Community Schools.
 - ✓ awarded \$320,000 for 9 nurses in Flint Community Schools;
 - ✓ awarded \$140,000 for fruits, vegetables, low-fat dairy, and other snacks with key nutrients for affected students in all schools within the Genesee Intermediate School District (GISD) (not just Flint schools, but multiple districts that educate children who reside in the City of Flint and attend school outside the Flint district);
 - ✓ reallocated \$750,000 USDA Food commodities to Genesee County school districts serving Flint City students; and
 - ✓ awarded \$2,250,000 to GISD for Early On services, communication resources, and a community wraparound service coordinator.
 - o Worked with the U.S. Department of Agriculture (USDA) Child Nutrition Program sponsors to maximize participation in all USDA Food and Nutrition Services Child Nutrition Programs available to them as a means of increasing the exposure to healthy foods and nutrition education. This includes enrolling eligible districts for the Community Eligibility Provision, allocating carryover USDA Commodity Foods entitlement funds, and maximizing best practices for school breakfast and summer meals.

- o Partnered with USDA to provide an additional \$62,700 to enroll additional, non-participating eligible schools serving preK-8 students to participate in the Fresh Fruit and Vegetable Program (FFVP). Many Flint-area pre-K-8 schools are already participating in FFVP, including Flint Community Schools.
 - o Secured a \$1.2 million USDA Summer Electronic Benefits Transfer (EBT) Card grant in partnership with the Michigan Department of Health and Human Services. Over 15,000 additional children in Flint will receive an EBT card that will provide monthly resources to purchase healthy foods high in calcium, iron and vitamin C.
 - o Coordinated with the Michigan Departments of Licensing and Regulatory Affairs and Environmental Quality on fixture replacement and water testing for all public and private school buildings in the City of Flint, including the Michigan School for the Deaf.
- **Quick Turnaround on Quality Supports for Educator Evaluations** - With the passage of Public Act 173 in November 2015 and the approval of MDE's spending plan to support the implementation of educator evaluations, the Office of Educator Talent (OET) has acted quickly to:
 - o consolidate all MDE resources related to educator evaluations into a centralized and easily-accessible webpage;
 - o develop initial guidance documents, including "Educator Evaluations At-a-Glance" and Frequently Asked Questions, to guide districts' implementation of local evaluation systems based on state law; and
 - o develop and implement three grant programs totaling \$15.8 million to support local district training, regional staffing, and statewide research and evaluation activities to ensure high-quality implementation of Michigan's system of local educator evaluations.

This work is tied directly to Goal 3 of MDE's Top 10 in 10 strategic plan. The Office of Educator Talent has received a number of compliments from ISDs, districts, associations, and other stakeholders on the quality of the deliverables produced; the responsiveness and consistency of OET staff members; and the willingness of the office and the MDE to honor local needs in designing and implementing programming to support local evaluation systems.

- **Establishing a Partnership Model** to assist school districts struggling with unique financial and academic success. Multiple offices in MDE are partnering together and with selected school districts, intermediate school districts, professional organizations, and other agencies to support data analysis for school and district improvement and turnaround efforts, training of personnel, financial management of grants and federal program funds, and systems development and implementation in several schools. These efforts include the Financial Independence Team, which works with deficit and consent agreement districts, and the MI Excel Statewide System of Support, which is implementing a nationally-recognized Blueprint for Rapid Turnaround in districts with Priority and Focus schools.

MDE OFFICES RETROSPECTIVE (CONTINUED)

- **The Public School Academies (PSA) Unit** in the Office of Education Improvement and Innovation, is working with charter schools around a variety of topics and subject matter. Public school academies are requesting that PSA team members assist in reflecting on data, training of PSA board members around important duties, and alignment of curriculum to the charter contract and best practices for English language learners. The technical assistance was first offered to Priority PSA schools, but has been made available to all charter schools in the state. The PSA staff has a wide range of expertise as all consultants were school leaders and/or were professional staff trainers. The team has teaching experience that ranges from kindergarten through high school. Additionally, the team also takes the time to provide an "Authorizer 101" training for any interested or brand new authorizers or authorizing agents. The PSA Unit works with charter schools teachers to improve their teaching methods with the intent that this will impact students.
- Increased interest by districts in the **Post Labor Day Start waiver**, coupled with the Department's desire to promote learning options that extend into the summer, led the State Aid and School Finance Office to reexamine the standards used to qualify district requests for the waiver as well as the application and internal workflow processes. The development of an expanded criteria for qualifying districts for the waiver called for cross-office collaboration, the result of which now allows for additional innovative standards to be considered for approval. Increasing interest, additional standards, and a second office entering the review process called for a more streamlined application and workflow. An online form was introduced to capture district responses to the specific criteria required for the review process, and an online mechanism to track applications internally was introduced. The result was a decrease in review and response turnaround time from 3-4 weeks to 1-2 weeks using the new systems.
- **Seat Time Waivers (STW)** - Since 2008-2009, the authority to waive seat time has been available for grades 6-12. From 2011-12 to 2014-15, there were a small number of districts (<10) that were approved to operate K-5 STW programs. For 2015-16, a competitive process was introduced to allow more districts to apply and receive K-5 STWs.

Grade 6-12: Over 300 districts have received STWs since 2011-12. In 2014-15, approximately 275 districts reported serving at least one STW student in the Michigan Student Data System (MSDS).

Grade K-5: In 2015-16, the program was expanded and 25 districts were approved to operate STW programs.

In addition to typical reporting in the Michigan Student Data System (MSDS), the district submits a separate STW report yearly which includes:

- o student growth measures for all subject areas delivered by grade level;
- o a description of assessment data and measures used to show student growth; and
- o a narrative section that asks about the use of integration, student selection, additional teaching experiences, professional development, etc.

- **Alternative Education (Reduction of Hours and Days) Waivers** - Hours and Days waivers have been available to districts since 1996. Under MCL 388.1701 (9), waivers can be granted to districts for the minimum number of hours (as low as 878.4) and days (to 146) of student instruction. This waiver can be granted for a MDE-approved alternative education program or another approved innovative program. Additionally, a district or PSA not offering a K-6 program may request a 50% waiver. This allows the threshold for countable days to drop to 50% of the student body attendance. In 2015-16, 145 programs/buildings were approved for Hours and Days waivers.

In addition to typical reporting in MSDS, the district submits a separate Hours and Days Waiver report yearly that includes various questions regarding:

- o general program results;
 - o student engagement and achievement;
 - o time not reported as instructional time;
 - o drop-out considerations; and
 - o what measures are being utilized to increase attendance if approved for the 50% option
- **Early Warning Legislation** was enacted July 7, 2015 to address districts and PSAs with early warning indicators of financial stress. The Office of State Aid and School Finance worked collaboratively with the Treasury Department to determine the indicators of financial stress. MDE will continue to work with the Department of Treasury to help those identified as having potential financial stress either through an administrative review conducted by the school's Intermediate School District (ISD) or the academy's authorizer as well as through increased reporting to the Treasury Department. The goal is to prevent the district/academy from going into deficit.
 - The number of existing **deficit districts** is trending downward. Through collaborative meetings, deficit elimination plan analysis, and technical assistance, the number of deficit districts has decreased from 58 in 2013-14 to 41 in 2014-15. Furthermore, another 18 districts project to eliminate their deficit at the end of 2015-16. Our supportive efforts also have lead to a decrease in the number of existing districts entering deficit. While 21 districts ended 2013-14 in deficit for the first time, there were four new districts that entered deficit in 2014-15, and only one new district currently projects to end 2015-16 in deficit.

MDE OFFICES RETROSPECTIVE (CONTINUED)

- **Math/Science Partnership Grant Programs (Title IIB)** - Teachers across the state receive high-quality, nationally-recognized professional learning opportunities in mathematics and science, funded by the federal Title IIB Mathematics/Science Partnership Grant (MSP) program. This year the four new projects were started and six received a second or third year of funding. Nearly \$4 million was distributed this year.

Last year, the grant projects reached over 950 teachers responsible for teaching nearly 60,000 students across the state. Partners also included 31 Math/Science Centers, 17 universities, and 545 LEAs. Data from projects that have been working with teachers for more than two years show that these projects are having a positive impact on students.

- **Section 99 and 35a Grant Activities** - Curriculum and Instruction staff in the Office of Educational Improvement and Innovation were responsible for distributing over \$4 million in grant funds from seven different grant programs funded under Section 99 of the State School Aid Act. Some of these funds went directly to nearly 300 districts to support student participation in Science Olympiad as well as district-wide teacher professional learning opportunities. Other funds went to ISDs and universities to provide high-quality learning experiences for teachers. Still other funds supported student-centered projects such as coding and robotics.

Several Curriculum and Instruction consultants served on the MDE Early Literacy Action Teams and took lead roles in distributing the funds from Section 35a of the State School Aid Act.

- The Office of Career and Technical Education (OCTE) streamlined existing processes under a very compressed timeframe to successfully implement section 61b of the State School Aid Act, approving nearly **90 Early/Middle College Career (E/MC) and Technical Education (CTE) programs** for 61b funding. These five-year high school programs prepare students for high-skill, high-demand occupations resulting in an Associate's Degree, industry-recognized certificate, apprenticeship, or up to 60 transferable credits in a CTE-focused field. In the abbreviated first year of funding (the 2015-16 school year), almost \$550,000 was generated and distributed to support and improve instruction for over 400 students. The OCTE expects the number of participating schools and programs to grow in the coming years as programs are marketed on the successful outcomes of their participants.
- In July of 2015, MDE created an **Innovation Council**. Over the past year this select group of individuals has delved into the discussion of educational innovation in the state of Michigan.

In order to assist in this endeavor, MDE developed a process to allow districts to propose new models of innovation. The Council is embedded within this process and acts as an intermediary for districts to present new models of innovation for review and recommendation to the State Superintendent.

The Innovation Council is composed of a diverse group of individuals from around the state. Representatives on the council include local educators, superintendents, county pupil accounting auditors, private sector partners, and numerous subject matter experts from the MDE. The goal of the council is to foster innovative projects and practices across the state leading to improved student outcomes. In order to reach this objective, the council is designed to be a supportive body that can advise districts on how best to formulate their creative models.

The Council assists local public school districts and intermediate school districts in the following ways:

- o serve in an advisory and problem solving capacity for innovative proposals;
- o navigate innovative ideas through the various laws, rules, and accountability requirements;
- o review proposals for innovative projects and make a recommendation to the State Superintendent for approval or denial;
- o develop legislative agendas to support increased innovation; and
- o gather and disseminate information regarding flexible and creative programming in education

For additional information regarding the Innovation Council, its guiding principles, members, and/or the application process, please visit the webpage at: http://www.michigan.gov/mde/0,4615,7-140-28753_65799_74275---,00.html.

- **Technology Readiness Integration Grant (TRIG) Update** - School districts and other educational entities struggle to manage data. The primary cause of this struggle is that districts use a variety of data systems that don't talk with each other well, creating silos of information. Local and intermediate school districts lacking the time, money and talent to integrate their systems struggle with duplicate entry, poor data quality, and difficulty collating usable information across systems. The districts and ISDs that are able to gather sufficient resources to manually integrate systems experience fewer data issues, but still struggle to keep up with changing environments and data demands.

Further complicating the matter is that each district has a unique combination of applications from other districts in the state. Integration solutions that work for one district must be tailored or re-written for other districts. Any attempt to pull data consistently across districts is challenged by the different data definitions and export formats that are provided by each system. In short, data management is a major challenge for schools.

MDE OFFICES RETROSPECTIVE (CONTINUED)

The vision of the Data Integration Activity of the TRIG is to streamline the use of educational information statewide, through common data and common solutions. The concept is to take the most commonly used systems in the state, in each category (Student Information Systems (SIS), Special Education, Food Service, Library, Learning Management, etc.) and have each category of data system exchange information using a common set of specifications. Once all systems are "talking" in this common language, information can be exchanged between systems easily. The initial result of this effort will be a significant reduction in cost and the amount of time expended on integration itself. However, the real benefit lies in the ability to pull data from systems more quickly and easily so actionable information can be used at the school, district, regional and state levels to improve education.

The Data Integration Activity has created a "data hub" concept that will serve as the mechanism to manage school data well into the future. Specifically, through this work, five regional data hubs have been created that will provide for data integration of the districts in each TRIG region. A regional data hub has been deployed in each of the five TRIG regions and districts are already being brought on board. At present, 17 districts are live, with a goal of having 180 ready to go by the start of school in the fall of 2016. By June 30, 2017, the goal is to have all districts in Michigan integrated if they are on a SIS that has an Ed-Fi connector, would represent nearly 95% of the students in the state.

- MDE's Office of Financial Management (OFM) is responsible for **completing reviews of school audits in a timely manner**. OFM assures that federal revenues provided to schools are expended according to federal guidelines. OFM reviews the schools' audit reports to assure that the audits meet the federal requirements, provides follow up on audit findings and corrective actions and audit quality issues, performs quality control reviews of selected audit firms, and takes actions with auditors found to be performing substandard work. OFM processes approximately 1,000 audits each year.
- **Support for School Nutrition** - Since 1996, MDE Office of School Support Services (OSSS) has received 19 consecutive Team Nutrition training grants equating to over \$6.6 million awarded to the state of Michigan. These funds are designed to leverage partner resources to increase student (pre-K -12) consumption of healthy foods meeting the U.S. Dietary Guidelines. OSSS has used this funding to promote school gardens, classroom nutrition education, training of school nutrition professionals, and school breakfast. Current grant efforts focus on creating a smarter lunchroom statewide technical assistance provider program - utilizing Michigan State University Extension educators to partner with local schools. Follow what the team is doing on: <http://www.facebook.com/michiganteamnutrition>; <http://twitter.com/TeamNutritionMI> ; and <http://www.youtube.com/user/miteamnutrition1>.

Since 2011, Michigan has seen a greater than 30% increase in the number of children receiving nutritious meals through the Meet Up and Eat Up Summer Food Service Program (SFSP). Due to having a strong SFSP state work plan, MDE, as well as its partners, continue to have a clear focus on how to increase participation and excitement for the program by increasing communication, working together, and engaging community partners. From MDE's digital marketing campaign and providing thousands of books to children, to engaging our Governor and receiving a formal proclamation, attention directed to the availability of nutritious summer meals throughout the state of Michigan continues to grow.

- **Regional Training and Support for School Improvement Plans** - Extensive regional training on developing and implementing school improvement plans using state and federal grant funds was provided to serve districts throughout 2015-16. Consultants also provided extensive detailed support to individual districts in hundreds of one-on-one meetings throughout the year. The result was that grant funds became available to districts earlier and were more focused on implementing quality plans to improve student achievement and close subgroup gaps.

Title I Part A Schoolwide Flexibility Resources were developed and communicated to support districts implementing the building flexibility including: PowerPoints, sample templates, and a Q and A that is updated regularly. More districts are taking advantage of this flexibility without losing focus on student achievement.

- In December 2015, the Michigan eLibrary (**MeL**) Team hired an Education Specialist to work with educators to help them understand and incorporate MeL resources into their classroom curriculum. As a former teacher, this specialist understands what resources teachers will use for instruction and is able to help them see the value of using MeL resources in the classroom by providing free professional development, conference presentations, and consultations.
- Beginning October 1, 2015, BritannicaSchool from Britannica Digital Learning was added to the many other excellent **eResources available in the Michigan eLibrary** for use by K-12 teachers, students, and into adulthood. BritannicaSchool has four distinct access points for classroom use: Learning Zone (PreK-1/2), Early, Middle, and High School. It not only contains information from the encyclopedia, but articles, images, videos, podcasts and much more. Teachers can find lesson plans and create resource packs and students can access content using three reading levels and in multiple languages. As with all eResources found in MeL, BritannicaSchool is available at no cost to all Michigan residents.

MDE OFFICES RETROSPECTIVE (CONTINUED)

- GaleCengage, one of the content providers for the Michigan eLibrary, began a partnership with Google that enables its digital content to be made seamlessly available in Google Classroom and Google Drive. Michigan teachers who access any Gale resource in MeL can easily move that content into their own Google Classroom or Drive for students to access and respond to an assignment/questions etc., thereby enhancing their classroom experience and learning. The MeL Education Specialist works with teachers to show them how easy it is to integrate MeL's Gale resources into their curriculum using Google Classroom or Google Drive.
- MDE's Strategic Research staff increased its capacity and responsiveness to strategic research and data analysis and reporting requests by internal and external stakeholders.

REDUCED REPORTING AND STREAMLINED OPERATIONS

As part of its efforts to ease the burden on local schools and school districts, in the 2015-16 school year, MDE streamlined its processes, consolidated data collection, and worked to eliminate unnecessary or redundant reporting requirements. Below are several examples of these efforts.

- The School Improvement Support Unit (SIS) in the Office of Education Improvement and Innovation (OEII) recently completed work to [streamline school improvement plans](#) (SIPs) submitted annually by schools to meet the requirements of Section 1277 of the Revised School Code (also known as "PA 25"). The work was conducted with the input and assistance of the Michigan Continuous School Improvement Team "MI-CSI," which consists of school improvement facilitators and specialists from intermediate school districts across the state.

The combined efforts resulted in a significantly simplified and abbreviated format designed to facilitate deep conversation and analysis of achievement data while reducing the paperwork burden on schools and districts as SIPs are created every 3-5 years. The group also mapped out the 3-5 year school improvement planning cycle centered around "mid-course corrections" based on local and state data. Particular emphasis is placed on understanding that SIPs are not written anew annually, but are modified as indicated by that data and demonstrated need.

- MDE's **Office of Field Services (OFS)** approved consolidated applications earlier this year than in the previous five years. All but 10 of 848 applications are in grant funds available status as of June 23, 2016. \$683 million of grant funds are approved of the \$691 million available this year.
 - o 65.6% were approved by October 1, 2015 vs. 53.6% in the previous year;
 - o 86.0% were approved by December 1, 2015 vs. 78.3% in the previous year; and
 - o 92.8% were approved by February 1, 2016 vs. 85.2% in the previous year.

The first step in getting consolidated applications approved and funds available to districts starts with the complex task of calculating and communicating allocations for districts. The fiscal unit has accomplished the tasks by May prior to the school year beginning in both 2015-16 and 2016-17 school years.

The OFS financial unit conducted 97 fiscal reviews and provided extensive training on grant funds management to serve school districts throughout the State of Michigan.

- MDE is in the process of hiring a **Chief Information Officer** to coordinate all of the information and data input from within the department and from the reporting agencies outside of MDE (local school districts; intermediate school districts; early childhood programs; Educator Preparation Institutions; etc.).
- MDE's Office of Administrative Law (OAL) has been active in MDE's efforts to **reduce reporting and other requirements imposed on school districts**. OAL activity during the 2015-2016 school year has included the rescission of the entire unnecessary administrative rule set concerning the Child Development and Care program, as well as the amendment of rules related to postsecondary dual enrollment, boarding school licensure, and youth employment standards. The office also was involved in amending the administrative rule related to the qualifications of interpreters for deaf individuals in order to eliminate confusion in the field related to such qualifications. OAL also has worked with MDE's legislative team in support of several bills pending in the State Legislature, which would, if enacted, eliminate requirements for administrative rule sets found to be outdated or to impose obsolete requirements on local and intermediate school districts.

MDE OFFICES RETROSPECTIVE (CONTINUED)

- **Child Development and Care (CDC)** – Changes in the CDC program have improved customer service for Michigan parents and providers, made resources more user friendly and readily available for parents so that they can remain engaged in their children’s education, increased access to high quality learning programs, and improved training activities to help support and develop education providers. Improvements to the CDC program that made this progress possible include:
 - o implementation of an improved case management system for CDC policy;
 - o an updated [CDC website](#) that is more user friendly, ADA compliant, and that contains simplified forms, and more parent and provider resources;
 - o an improved Time & Attendance Review process that is more customer oriented, keeps staff workloads manageable, and reduces the number of CDC Provider disqualifications, while continuing to meet the federal monitoring requirement;
 - o implementation of Trainer and Training Approval Process to ensure high quality trainings are available for the field; and
 - o policy changes extending eligibility, improving the program exit process, and rates tied to quality level, all of which helped to create continuity of care and increased access to high quality programs for Michigan’s children.
- MDE’s **Office of Professional Preparation Services (OPPS)** oversees the certification process for educators and the state’s institutions of higher education responsible for educator preparation. This year, OPPS supported a measure enacted by the State Legislature to lift the fee cap on educator assessments to allow the tests to be updated, in support of student achievement.

In 2015-16, the state’s systems were updated to merge the professional learning system for educators into the Michigan Online Educator Certification System (MOECS), to **streamline the certificate renewal process for Michigan educators.**

OPPS also successfully worked with Michigan’s 32 Educator Preparation Institutions (EPI) and the national accrediting agency to pilot the **new accreditation process for EPI programs.**

- For 2015-16, MDE's **Office of Career and Technical Education** developed a process for **expediting state approval of new CTE programs**, recognizing local workforce need and in-demand occupations. In prior years, schools were able to apply for new programs only once per year and districts were required to wait an extra year for the program to generate funding, even if the program met a recognized industry talent need. Starting in 2015-16, OCTE revised its processes so that schools may submit new program applications at any time during the year and new program applications are reviewed twice a year. Programs qualify for funding in the school year in which they applied and were approved.
- OTCE provided **professional development** to over 1,200 CTE teachers, administrators, special populations professionals, career development professionals, and counselors at CTE-specific events throughout the 2015-16 school year. The Michigan Career Education Conference was rated as good, very good, or excellent by 97% of attendees, and 96% rated the variety of sessions and the relevance and importance of session topics as good, very good or excellent.
- During the first quarter of this year, MDE's special education information line received 599 contacts and 95.5% were answered within one business day.
- MDE's Office of Special Education conducted an internal assessment of its dispute resolution process. As a result, OSE is implementing improvement activities, the outcome of which will better support an **effective problem solving process for parents and districts**.
- The **Annual State Aid to Public Libraries** report certification element has been revised to electronic submission, which eliminated the need for original signature pages to be mailed to Library of Michigan each year. This process change has created efficiency in the receipt of required reporting internally by eliminating nearly 400 additional letters to be mailed and opened at MDE and externally for Michigan public libraries that now no longer need to complete this additional process via regular mail to certify their data for the Annual State Aid to Public Libraries report. Additionally, other State Aid to Public Libraries correspondence now is being sent electronically whenever possible. Letters now are sent as attachments to emails as well as reports generated for libraries, cooperatives and governmental municipalities.

MDE OFFICES RETROSPECTIVE (CONTINUED)

INCREASED EDUCATIONAL ATTAINMENT

The ultimate goal of all of MDE's work is to support increased educational attainment for all Michigan's students. Many of the department's programs began or continued efforts to accomplish this goal in the 2015-16 school year.

- **Science Standards** - In November 2015, the State Board of Education adopted new standards for science education after more than three years of development, review, and public information sessions on the proposed standards. The new Michigan K-12 Science Standards replace the standards adopted in 2006, and introduce science and engineering practices.

The new Michigan K-12 Science Standards represent a set of student performance expectations. These performance expectations incorporate three main elements:

- o Disciplinary Core Ideas (science specific concepts in the life, earth, and physical sciences);
- o Science and Engineering Practices (the practices of engaging in scientific investigation to answer questions, and engineering design to solve problems); and
- o Cross-Cutting Concepts (conceptual ideas common to all areas of science).

These expectations are also interwoven across disciplines, including connections to language arts and mathematics.

MDE is in the process of incorporating these standards into a broader strategic plan for integrated STEM (science, technology, engineering, and mathematics) education, which will be a major initiative of the Top 10 in 10 efforts of the state. MDE also is finalizing similar standards revision efforts for social studies.

- **Early Childhood Special Education (ECSE)** - ECSE has improved access to the **high quality learning opportunities** available in Michigan's P-20 system by meeting state targets on all six subcomponents of federally-reported Preschool Child Outcomes.
- **Race to the Top Early Learning Challenge Grant** - Michigan's early educators will have more professional development opportunities as nine Michigan Colleges are set to pursue accreditation or reaccreditation. **Developing early childhood educators** is key to improving access to high quality early learning and development programs for Michigan families. The Michigan Association for the Education of Young Children (MiAEYC), in partnership with the **MDE's Office of Great Start** Race to the Top Early Learning Challenge, awarded MiAEYC National Association for the Education of Young Children

(NAEYC) Early Childhood Associate Degree Accreditation Grants to nine Michigan Institutions of Higher Education.

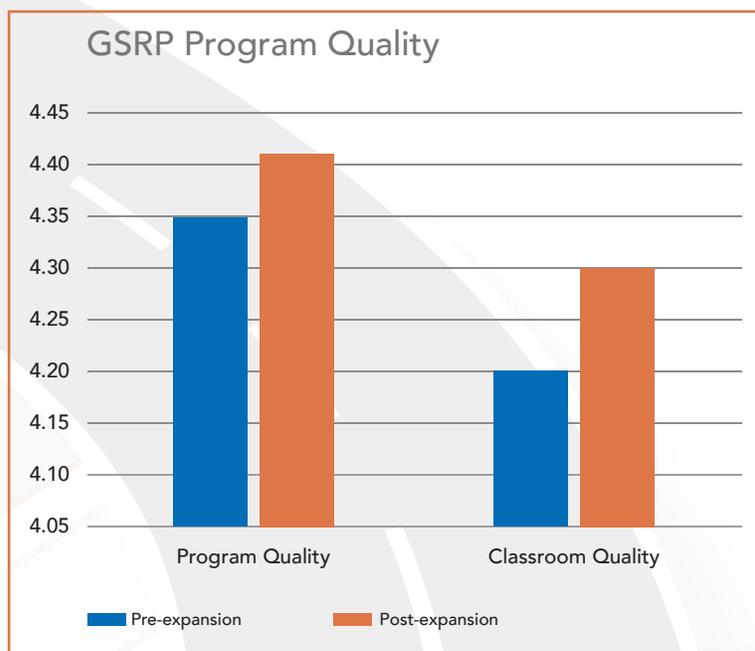
Grants were awarded to: Bay de Noc Community College, Henry Ford College, Monroe County Community College, Mott Community College, Muskegon Community College, Oakland Community College, Siena Heights University, Washtenaw Community College, and West Shore Community College.

As recipients of this grant, these Michigan Institutions for Higher Education will be seeking NAEYC Early Childhood Associate Degree Accreditation or Reaccreditation to be completed by the end of 2017. The resulting accredited programs will provide more opportunities for early learning educators to expand their skills and knowledge and transfer that knowledge to improving opportunities for our youngest learners.

- **Early On®** - Early On continued to **support the social and emotional development of children birth to age three** by developing a plan that includes activities to promote family engagement, provider preparedness, and analysis and improvement of services. A four-site pilot for the plan soon will begin, with the intention of eventually expanding effective strategies statewide.
- The **Head Start State Collaboration Office (HSSCO)** - participated in activities to increase access to high quality learning programs, helped develop and support the early education workforce, and promoted activities that will lead to improvements in early learning programs. Highlights include:
 - o partnership with Early Head Start grantees to support implementation of grants to expand access to full-day, full-year child care for infants and toddlers;
 - o integration of Head Start Data into the Statewide Longitudinal Data System, ensuring availability of data necessary to make better decisions about early learning and development programs; and
 - o support of a Health Institute attended by approximately 200 to support the development of Head Start and Early Head Start health staff.
- **Approval and Implementation of Michigan's Plan to Ensure Equitable Access to Excellent Educators** - Michigan's State Plan to Ensure Equitable Access to Excellent Educators was approved without revisions by the U.S. Department of Education on October 22, 2015. The plan was developed in collaboration with a diverse group of stakeholders to identify gaps in access to excellent educators for students of color and from low-income families in order to develop strategies for closing those gaps and ensuring high-quality teachers and leaders in every classroom and school building in Michigan. Implementation of the plan began with the first quarterly meeting of the Excellent Educators Advisory Group in February 2016.

MDE OFFICES RETROSPECTIVE (CONTINUED)

- Initiation of the Internal Teaming Structure to support **MDE’s Early Literacy Initiative** – MDE launched a department-wide teaming structure to support implementation of the Early Literacy Initiative based upon a broad set of programs established by the Legislature, Governor’s Office, and MDE for the current fiscal year. This teaming structure included a brand new process of collaboration, communication, and program implementation to cultivate an unprecedented level of department-wide coordination and decision-making. MDE is learning from this process to utilize and plans the same approach to increase coherence on major initiatives of the Top 10 in 10 efforts, which will be supported through the new Office of Strategic Planning and Implementation.
- **21st Century Community Learning Centers (CCLC)** – CCLC is working to ensure that parents are engaged in their children’s education by developing a **Family Engagement Guide** outlining standards, expectations, “how-to” strategies, and ideas for family engagement. The guide provides guidance for planning and evaluating effective family engagement policies and practices.
- **Great Start Readiness Program (GSRP)** – GSRP has improved access to the high quality learning opportunities available in Michigan’s P-20 system. After two years of expansion funding, GSRP is now serving 38,770 children annually, with 83% of children being served in school-day length programs. Additionally, GSRP Classroom Quality and Program Quality have both risen with a 2.3% increase and 1.4% increase, respectively, as measured on a five-point scale, with 5 being highest quality (see chart below).



- **Support for English Language Learners** - In collaboration with the English Learner Advisory Committee, MDE's Office of Field Services created a three-year strategic plan for English Learners (EL) to improve language and literacy skills across content areas, engage parents and prepare effective EL teachers. Broad stakeholder support is leading to better education of the growing number of Michigan's English learners.

The EL and migrant programs trained more than 45 coaches on evidence-based instruction and provided in-service training to more than 3,500 teachers on standard-based language and literacy instruction. Schools implementing the training with fidelity are showing impact on student achievement.

- **Michigan School for the Deaf (MSD)** - The MSD is a public residential school located in Flint for students who are Deaf or Hard of Hearing (DHH), established by the Michigan Legislature in 1848. Students are referred to the school by their local school district, and placement is determined by an Individual Education Program (IEP) team. The MSD serves DHH students ages 30 months through 25 years and their families throughout Michigan. Students who attend the MSD receive a unique combination of services and intense exposure to two languages, American Sign Language (ASL) and English, as well as academic and residential support services.
- **The MDE Low Incidence Outreach (MDE-LIO) project provides** technical assistance and resources statewide to serve and improve the quality of education for students who are blind or visually impaired and students who are Deaf or Hard of Hearing, including those with multiple impairments.

The MDE-LIO also has direct oversight of Camp Tuhsmeheeta (Camp T), located in Greenville. Camp T is a 300-acre outdoor education facility that provides year-round programming for students with a visual impairment and others throughout the state.

- On February 9, 2016, MDE approved a 17th **Career Cluster in Energy for CTE**. This approval represents the culmination of a nine-month collaborative partnership between the MDE Office of Career and Technical Education (OCTE) and the Michigan Energy Workforce Development Consortium (MEWDC). The MEWDC was awarded a \$90,000 grant by the United States Chamber of Commerce Foundation (USCCF) as part of its national Talent Pipeline Management (TPM) initiative in closing America's Skills Gap. The conclusion of this work was an agreement by industry, postsecondary institutions, and the OCTE to use the Center for Energy Workforce Development's Energy Industry Foundation Bundle (EIF) of competencies as a career cluster, credit-bearing courses, and degree offerings. This agreement allows students to earn industry-recognized certificates that are acknowledged for credit through dual enrollment, articulation, or Early/Middle College (E/MC) programs. Embedded within the EIF Bundle are core academic competencies used in the workplace, such as algebra, geometry, and physics. Completers of energy programming have the opportunity to earn stackable credentials, such as the National Career Readiness Certificate (NCRC), Cardiopulmonary Resuscitation (CPR), the Energy Industry Fundamentals Certificate, and MIOSHA/OSHA Safety Certifications.

MDE OFFICES RETROSPECTIVE (CONTINUED)

- One hundred percent of Michigan secondary schools offering Agriculture, Food & Natural Resources (AFNR) CTE programs award general academic credit toward state high school graduation requirements.
- In the last year, the OCTE was able to **increase the system outcomes for CTE student pathways** with the signing of five additional statewide articulation agreements. Statewide articulation is a method of granting college or university-level course credit to Michigan students for postsecondary level content and skills accomplished as part of their secondary school instruction in CTE programs. Since all secondary CTE programs adhere to the same instructional program standards, colleges and universities can offer credit opportunities for students regardless of where they attended high school. These agreements will increase the likelihood that students will transfer to a postsecondary institution to receive college credit and cut their time and the cost to earn a postsecondary degree in their chosen career area. The schools that were added are: Lake Superior State University, Michigan State University, Mid-Michigan Community College, Saginaw Valley State University, and Washtenaw Community College.
- The **Office of Special Education IDEA Grant Funded Initiative**, Michigan's Integrated Behavior Learning and Supports Initiative (MiBLSi) will be adding three staff to its organization to **support early literacy and behavior intervention practices** in 12 elementary schools in the Flint Community Schools, beginning the 2016-17 school year.
- Results of the OSE IDEA Grant Funded Initiative for Middle School Math included:
 - o growing interest in Foundations of Math;
 - o 400+ trained facilitators and practitioners of both Foundations of Math and Enhancing Mathematics with follow-up support throughout the state;
 - o identification of usability sites to co-construct targeted and intensive assistance to support implementation; and
 - o forward movement on math training for teachers of students with low incidence disabilities, bringing together General Education math teachers and Special Educators around low incidence, aligning current Professional Learning efforts.

STAKEHOLDER AND PARTNER ENGAGEMENT

MDE has many partners in its efforts to support Michigan's schools, students and educators. In the 2015-16 school year, MDE staff worked with and engaged these stakeholders in a number of ways, including through the development of the state's Top 10 in 10 recommendations, convening, supporting, and sharing information at numerous conferences and meetings across the state, and through direct outreach to advocate on educational issues with members of the State Legislature.

- MDE Leadership Visits Michigan's Schools** - This year Superintendent Whiston made it a priority that he and each member of the MDE leadership team make regular visits to local school districts throughout Michigan. Each deputy superintendent and office director was asked to select ten or more local districts or schools in the state to visit over the course of the 2015-16 school year. In all, more than 150 districts hosted MDE staff visits. MDE leadership enjoyed the opportunity to learn firsthand about the great things going on in Michigan's public schools, both large and small. While on the visits, staff were able to bring back information and address any concerns that had been raised by those in the district.

School visits will be an ongoing MDE outreach effort in the years to come. Any district or school wishing to host an informational visit from a member of MDE's leadership team should contact mde-communications@michigan.gov to extend the invitation.



MDE OFFICES RETROSPECTIVE (CONTINUED)

- **Speaking Engagements/Presentations at Conferences** - MDE convened, presented at, and participated in hundreds of meetings, trainings, and conferences on a variety of topics this year. Some of these events were targeted toward specific program staff, such as school health and safety educators or lunchroom staff, Native American educational leadership, educators working with blind or visually impaired students, and librarians serving rural communities. Others were more broadly focused, covering career and technical education, early childhood education, afterschool learning, and school improvement.

In March 2016, MDE supported and participated in the Governor's Education and Economic Summit, featuring keynote speaker Jaime Casap, Google's Chief Education Evangelist, who spoke about the future of education. This year's event featured a Best Practices competition, in which winning program presenters in the categories of Talent Attraction, Talent Development, and Talent Retention were awarded cash prizes to support future programming.

Superintendent Whiston has personally met and spoken with more than 400 education groups and other partners to outline his vision for education in the state and seek the input from group members.

- **Vision Groups** - In tandem with the Top 10 in 10 outreach efforts, MDE also convened several topic-specific Vision Groups to seek further stakeholder input on Accountability, Assessments, and School Funding, with another group recently convened around Educator Preparation. These groups, comprised of subject matter experts, reviewed and developed recommendations that will support the Top 10 in 10 implementation work, as well as inform MDE's development of the state's plan for the federal Every Student Succeeds Act (ESSA) over the next year.
- **State Cross Agency Partnerships** - MDE staff worked closely with many other state agencies on a number of aligned efforts this year. These activities included the ongoing work with multiple state agencies as part of the Flint Water Interagency Coordinating Committee working to address water issues in the City of Flint, ongoing partnerships on school justice and safety with the Michigan Department of Health and Human Services, and career readiness with the state's Workforce Development Agency. In 2015, Governor Snyder issued [Executive Order 2015-09](#), which moved the State School Reform/Redesign Office (SRO) to the Michigan Department of Technology, Management and Budget (DTMB). MDE's staff continues to work closely with SRO staff in support of Michigan's lowest performing schools. MDE and the Michigan Department of Treasury share responsibility for working with local school districts in financial distress. Educational data

and information reporting is housed in the DTMB's Center for Educational Performance and Information (CEPI). MDE and CEPI partner to provide the [MiSchoolData](#) website, which contains a wealth of data and information for all Michigan public schools.

- **Legislative Outreach** - Since July 2015, the Office of Public and Government Affairs (OPGA), the State Superintendent and MDE senior staff have met 364 times with Legislators and their staff regarding various educational issues. These issues range from accountability in schools to year round calendars. OPGA also has responded to over 700 recorded individual constituent-related questions from legislative offices in the last 11 months. The Office of Public and Government Affairs takes pride that, on average, its response time to these concerns is within 24 hours of the inquiry.
- **Communicating with Media** - Since July 2015, OPGA has responded to more than 700 media contacts from around the state, as well as national media outlets - an average of approximately 60 per month. Most-often requested inquiry topics include: snow days, charter schools, MDE press releases, assessments, deficit districts, Labor Day waivers and the State Board of Education's Draft Guidance document on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students.
- **MDE Weekly Communications** - Each Thursday, MDE distributes the MDE Weekly Communications publication to all local and ISD superintendents, principals, 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](#). Sign up to receive these and other MDE updates or to manage existing subscriptions at https://public.govdelivery.com/accounts/MIMDE/subscriber/new?topic_id=MIMDE_145.

IMPROVED STATE ASSESSMENTS AND DECREASED TESTING TIME

2015-16 saw several changes in Michigan's school assessment system.

- **M-Step Adjustments After Receiving Feedback From Spring 2015 Surveys:** After a very successful first administration of the Michigan-Student Test of Educational Progress (M-STEP) in spring 2015, MDE surveyed students, parents, and education leaders on their opinions regarding how the administration went. Feedback from these surveys was crucial in helping MDE modify the system to create an improved experience for students and educators.

Respondents to the Spring 2015 M-STEP online surveys:

Student Survey: 26,125 students

Parent Survey: 5,794 parents

Online Administration Survey: 3,411

Online Administration Technology Survey: 277

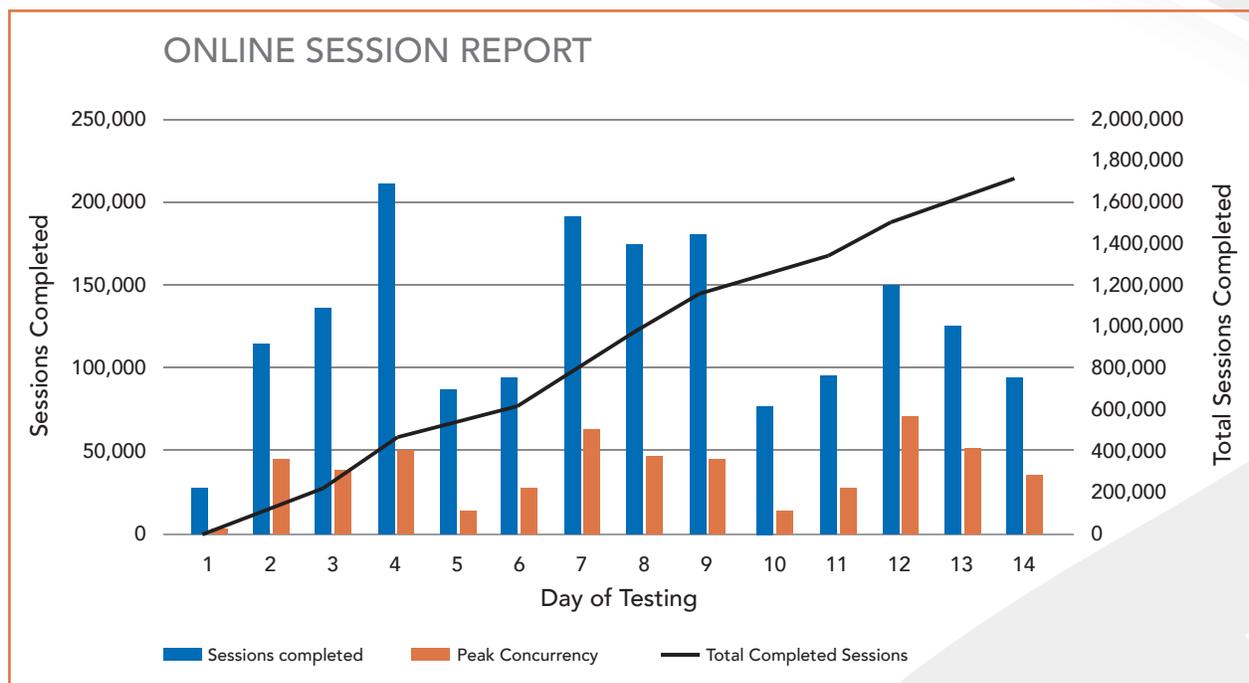
MDE OFFICES RETROSPECTIVE (CONTINUED)

Two concerns expressed were: the assessment process overall took up too much instructional time in the spring, and the overall student testing experience was too long, especially in English language arts.

Given this feedback, the MDE was able to make several modifications to improve the 2016 M-STEP:

- o there is no longer an M-STEP English language arts and mathematics component for the MME, reducing state-required testing time in 11th grade by up to 8 hours;
 - o the Performance Task portion of the English language arts assessment now is administered only once in elementary school (grade 5) and once in middle school (grade 8), reducing testing time by 2.5 hours in each of the 3rd, 4th, 6th, and 7th grades;
 - o MDE improved the testing experience by providing the test in smaller portions, which may be administered over multiple days, so that students are not required to complete the test in one sitting; and
 - o MDE shortened the overall testing window for M-STEP 2016. The testing schedule for the M-STEP and MI-Access assessments began after most spring breaks ended and concluded before Memorial Day. The window spanned seven weeks: April 11-May 27, 2016. This adjustment, along with moving the administration of SAT and ACT WorkKeys to April, reduced the overall footprint of testing in schools and still allowed the flexibility to administer online.
- **M-STEP 2016 Preliminary Report Speed** - An understandable concern raised from the 2015 M-STEP administration was the speed at which reports were delivered back to schools. MDE heard this feedback and was able to improve the preliminary reporting system so educators were able to receive Preliminary Student Roster Reports in less than 48 hours after a student completed an entire subject area test. This was well received and educators reported that they used the information right away in their schools. The ability to return information back to schools with the complexity of item types the M-STEP offers was a first-in-its-kind in the world of assessment.
 - **Successful Transition To The SAT** - The 2015-2016 school year was one of transition from using the ACT for the college entrance exam of the MME to the SAT. MDE, in collaboration with the College Board and multiple education groups around the state, was able to support a very successful transition of this new exam for 11th grade students. The availability of the Khan Academy platform, which is used for practice and preparation for the exam, as well as the new redesign of the SAT to more closely measure standards for today's students, made this transition a huge success.

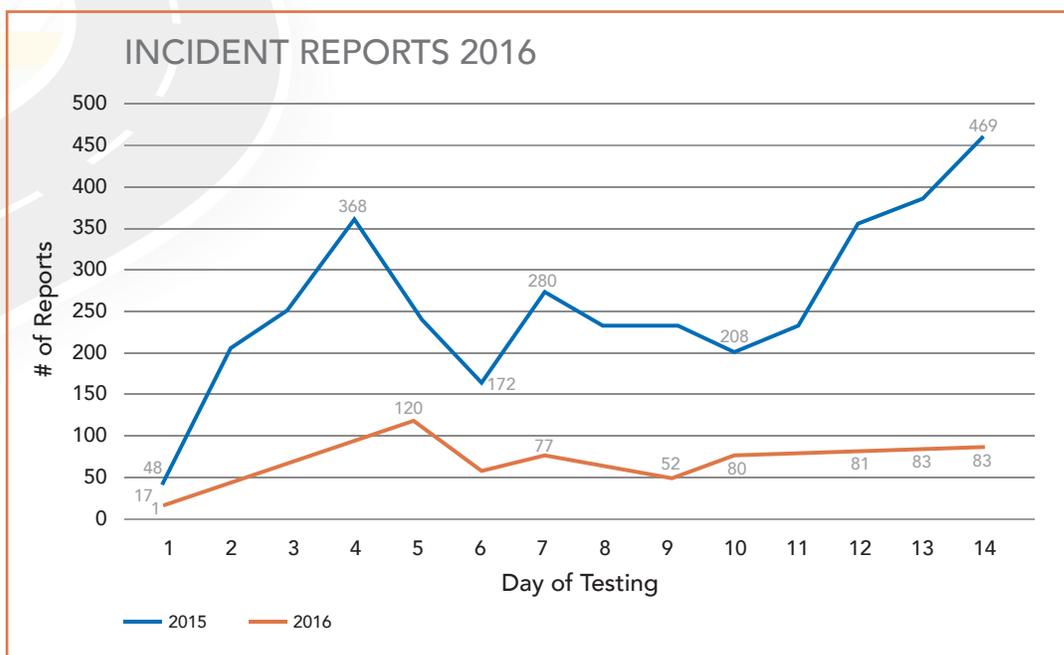
- **Final Reports** - Student Data File and Final Reports are planned to be available to our customers before Labor Day. Several MDE offices collaborated to develop and implement **preliminary M-STEP and MI-Access reporting for schools and districts** in Spring 2016, and provided even quicker turnaround time in these reports to schools and districts than the 48 hours predicted.
- This was **the first year of WIDA online tests** with DRC as the administration vendor. This also was the first year for College Board's SAT test in Michigan. Each vendor change and each contract startup process takes an immense team effort to make sure the systems, data interfaces and the myriad quality processes support a successful testing experience for every student.
- **Online Testing** has been successful for the second year in a row. This year, MDE is projecting approximately 95% of schools and students will be testing online, which is an increase from approximately 80% in the first year of online testing across the state in 2015.



- The **Secure Site** (MDE's online interface for interacting with districts around assessment administration and reporting, including pre-identification of students, materials orders, and downloading student results) was updated to allow the entry of **Incident Reports** by district/school customers within the Secure Site. In prior years, it took approximately 10 minutes to enter one incident report on a separate survey system and now it takes approximately 30 seconds to do the same task, all within the Secure Site.

MDE OFFICES RETROSPECTIVE (CONTINUED)

The chart below shows the reduction in the number of incident reports from districts and schools through the first 14 days of testing for the spring 2016 assessments compared to the spring 2015 assessments.



- **Balanced Assessment Website** - the MDE's Curriculum & Instruction Unit collaborated with multiple offices across MDE and with external stakeholders to develop an assessment literacy website (http://www.michigan.gov/mde/0,4615,7-140-28753_65803-362792--,00.html). This website is a tool to assist districts with understanding the assessments given, the reason for the assessments, and data provided after administering the assessment. Districts may use this tool to help refine district-level testing, to fill in gaps where assessment may be needed, and to communicate with stakeholders. The intent of this tool is to help district leaders with developing a balanced assessment system using high quality assessments that show where all students' strengths exist.
- MDE's Office of Evaluation, Strategic Research, and Accountability (OESRA) engaged a referent group of stakeholders in the development of a proposed accountability system for alternative schools, and successfully ran a feasibility of this proposed system. This proposed accountability system for alternative schools will be presented at a national conference in June.

- OESRA also collaborated with the Office of Standards and Assessment to develop and approve over 160 MI-Access and M-STEP test maps for state summative assessments for Spring 2016.
- Each Thursday, MDE's Assessment and Accountability team issues its Weekly Spotlight on Student Assessment and Accountability highlighting news and information regarding Michigan's assessment and accountability system. Sign up for these updates, see summaries or past editions, or manage your existing subscription at <http://www.michigan.gov/mde-spotlight>.



MDE FAST FACTS 2015-2016

Statistics for Michigan Schools

MDE Mission Statement: Through leadership, policy implementation and light-of-day reporting, the Michigan Department of Education will increase full-time, full-access systems of education that support success for every student.



2015-16 PUPIL COUNT DATA

Grade	Total
PK	48,854
K	113,304
1	106,062
2	107,793
3	111,558
4	111,267
5	110,266
6	113,735
7	113,362
8	113,641
9	127,137
10	125,841
11	114,917
12	114,762
Total Female	747,240
Total Male	792,765
Total PK - 12 Pupil Count	1,540,005

Source: Center for Educational Performance and Information

2014-15 NONPUBLIC SCHOOL DATA

(Reported to Michigan Dept. of Education)

Category	Totals
Nonpublic School Buildings	598
K-12 Nonpublic Students	113,190
K-12 Home School Students	561

Source: Michigan Department of Education

SCHOOL FINANCIAL DATA

Category	Totals
K-12 State School Aid	\$11.7 Billion
Avg State Aid Per-Pupil	\$7,529
Avg Salary of Teachers (reported)	\$61,978
Pupil/Teacher ratio	23:1

Source: Michigan Department of Education

For information on local school districts, go to <https://www.mischooldata.org>.

Updated June 2016

PUBLIC SCHOOL DISTRICTS

Type of School District	Number
Intermediate School District (ISD)	56
Local Education Agency (LEA)	548
Public School Academy (PSA)	300
Total Districts	904

Source: Center for Educational Performance and Information

STUDENT OUTCOMES

Category	Prior	Current
Third Grade Reading Proficiency	70.0%	50.1%
Students Showing Progress in Math and Reading 3-8	14.3%	N/A
Students Proficient in Math and Reading 3-8	38.5%	31.5%
Students Proficient on M-STEP	19.2%	18.0%
ACT Composite Score	19.8	19.9
ACT College Readiness Benchmarks	20.0%	20.2%
4 year Graduation Rate	78.58%	79.79%
4 year Dropout Rate	9.61%	9.12%

Source: Center for Educational Performance and Information

FREE/REDUCED LUNCH PARTICIPATION BY ELIGIBLE STUDENTS

	Prior	Current
K-12 Percent Eligible	79.4%	73.6%

Source: Center for Educational Performance and Information

EARLY/MIDDLE COLLEGES 2016

Number of Early/Middle Colleges	Total Enrollment
23	7,870

Source: Michigan Department of Education

STUDENT OUTCOMES

Category	Number
Students in One or More CTE Programs	104,038
Percent of Eligible Students Enrolled in CTE	1,754
Percent of Students who Completed a CTE Program, Left School in 2014, and are:	
• Continuing Education and Employed	41.8%
• Continuing Education and Not Employed	32.6%
• Employed and Not Continuing Education	21.4%
• Not Employed and Not Continuing Education	4.2%

Source: Michigan Department of Education

MDE CONTACT INFORMATION

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State Superintendent

Wendy Larvick

Chief of Staff

Norma Jean Sass

Chief Deputy Superintendent

Susan Broman

Deputy Superintendent, P-20 Systems and Student Transitions

Kyle Guerrant

Deputy Superintendent, Finance, and Operations

Venessa Keesler

Deputy Superintendent, Educator, Student, and School Supports

Martin Ackley

Office of Public and Governmental Affairs

Stephen Best

Office of Strategic Planning and Implementation

Erika Bolig

Office of Strategic Research

Leah Breen

Office of Professional Preparation Services

Lisa Brewer-Walraven

Office of Child Development and Care

Patty Cantú

Office of Career & Technical Education

Teri Chapman

Office of Special Education

Reneé DeMars-Johnson

Office of Early Childhood Development and Family Education

Ann Dennis

Office of Financial Management

Kaitlin Ferrick

Head Start-State Collaboration Office

Linda Foward

Office of Education Improvement and Innovation

Abbie Groff-Blaszak

Office of Educator Talent

Daniel Hanrahan

Office of State Aid and School Finance

Dave Judd

Office of Data Services

Richard Lower

Office of Preschool and Out-of-School Time Learning

Andrew Middlestead

Office of Student Assessment

Marla Moss

Office of School Support Services

Joetta Parker

Office of Human Resources
(Civil Service Commission)

Mike Radke

Office of Field Services

Michelle Ribant

Director for 21st Century Learning

Randy Riley

State Librarian

Marilyn Roberts

Office of Assessment Business Operations

Marilyn Schneider

State Board Executive

Bob Taylor

Office of Administrative Law

Cecelia Winkler

Principal, Michigan School for the Deaf

Frequently Called Numbers:

MDE Main Phone Number: 517-373-3324

Office of Special Education Support Hotline: 888-320-8384

Michigan Online Educator Certification System (MOECS) Help Desk: 517-373-3310

STATE BOARD OF EDUCATION ACTIONS

June 9, 2015

Rick Joseph 2015-2016 Michigan Teacher of the Year Resolution
Melody Arabo 2014-2015 Teacher of the Year Resolution
Michael P. Flanagan, State Superintendent Resolution
State Board of Education Statement Regarding Detroit School Plans
State Board of Education Statement Regarding Truancy
State Board of Education Statement Regarding School Counselors
State Board of Education Statement Regarding Home Schooling

October 13, 2015

State Board of Education Statement on Blood Testing Children
State Board of Education Statement on Weapons in Schools
State Board of Education Statement on Senate Bill 103
State Board of Education Statement on House Bill 4822

November 10, 2015

New Michigan K-12 Science Standards
State Board of Education Statement on Detroit Education Proposal

December 8, 2015

Strategic Goals to Help Make Michigan a Top 10 Education State in 10 Years
State Board of Education Statement on Senate Bills 279-280
State Board of Education Supplemental Statement on Detroit Education Proposal

January 12, 2016

State Board of Education Statement on House Bill 4552

February 9, 2016

State Board of Education Statement on Senate Bills 713-15
State Board of Education Statement on Opening and Closing Public Schools
State Board of Education Statement on Senate Bill 710
Citizens Research Council Centennial Resolution

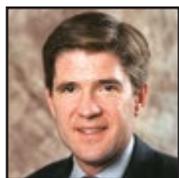
March 8, 2016

State Board of Education Statement on House Bills 5384-5387

May 10, 2016

State Board of Education Statement on House Bills 5409-5416

MEET THE MICHIGAN STATE BOARD OF EDUCATION



Mr. John C. Austin
President
Ann Arbor, MI
Term Expires 1/1/17



The Honorable Rick Snyder
Governor
ex officio



Dr. Casandra E. Ulbrich
Vice President
Rochester Hills, MI
Term Expires 1/1/23



Mr. Brian J. Whiston
Chairman
State Superintendent
ex officio



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



Dr. Pamela Pugh
Treasurer
Saginaw, MI
Term Expires 1/1/23



Ms. Lupe Ramos-Montigny
NASBE Delegate
Grand Rapids, MI
Term Expires 1/1/21



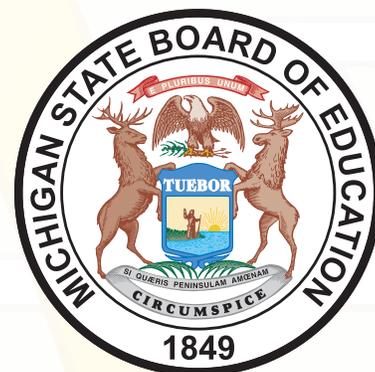
Mrs. Kathleen N. Straus
Detroit, MI
Term Expires 1/1/17



Mrs. Eileen Weiser
Ann Arbor, MI
Term Expires 1/1/19



Dr. Richard Zeile
Dearborn, MI
Term Expires 1/1/19





Phone: 517.373.3324

Website: www.michigan.gov/mde