MICHIGAN Department of Education

ANNUAL REVIEW

2018-2019

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

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

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

Dear Michigan Education Stakeholder,

It is my pleasure to present the 2018-19 Annual Review for the Michigan Department of Education (MDE). This report highlights key activities that took place over the past year, reflecting the department's focus on several priority areas of work.

The 2018-19 school year saw many transitions for MDE. The department's leadership team and staff welcomed two new members to the State Board of Education (SBE) and bid farewell to two members who had served on the board for many years. Michigan voters elected a new governor, bringing a renewed vision for the state's public education system. Throughout the year, MDE prepared for the board's selection of a permanent state superintendent and the transition that would follow as Dr. Michael F. Rice joined MDE as its leader in August 2019.

When I was appointed interim state superintendent, I made a commitment to the board and MDE employees to continue on the path outlined by former State Superintendent Brian Whiston in Michigan's Top 10 in 10 strategic plan for education. Building on the teachings of renowned education leader Michael Fullan, which encourage coherence of efforts, the MDE executive leadership team and I spent the past year focusing our Top 10 in 10 work on three key priority areas – literacy, supporting the whole child, and the prenatal to age eight (P-8) system. This focused attention on the three priorities has allowed the department to work deeply in each of these areas to assure that our efforts were aligned, focused, and strategic.

As our efforts were directed to the department-wide three priorities, so too is the content of this annual review. Rather than providing broad updates on all the department's work over the past year, we have opted to focus on the three priorities along with a few key initiatives and how they are contributing to Michigan's journey to become a Top 10 education state.

Sincerely,

Sheila A. Alles
Chief Deputy Superintendent

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1 EXECUTIVE SUMMARY

The Michigan Department of Education (MDE) advocates that each child, in each school, in each community, deserves to be healthy, safe, engaged, supported, and challenged for long-term success in life. With that in mind, in 2018-19 MDE leadership intentionally focused staff efforts around three priority areas: literacy, whole child, and prenatal through age eight. Leadership also believes by focusing on specific priorities, MDE will more effectively help Michigan become a Top 10 education state in 10 years.

Significant progress has been made within each of the priority areas and a snapshot of that work is included within this year's annual review.

Literacy

Within the literacy priority this past year, there was an emphasis on increasing educators' understanding of literacy instructional practices. Many professional learning opportunities on literacy were made available, resulting in many more educators trained on the Literacy Essentials. Also, online learning models to support the Essential Instructional Practices in Early Literacy were developed with MDE partners and provided to Michigan educators.

The Library of Michigan (LoM) continued to be an important partner in improving literacy throughout the state. The LoM offered resources for students through the Michigan eLibrary and continued its "Ready to Read Michigan" program, which provided public librarians with a copy of this year's featured book and activities to use during story time and for community outreach opportunities.

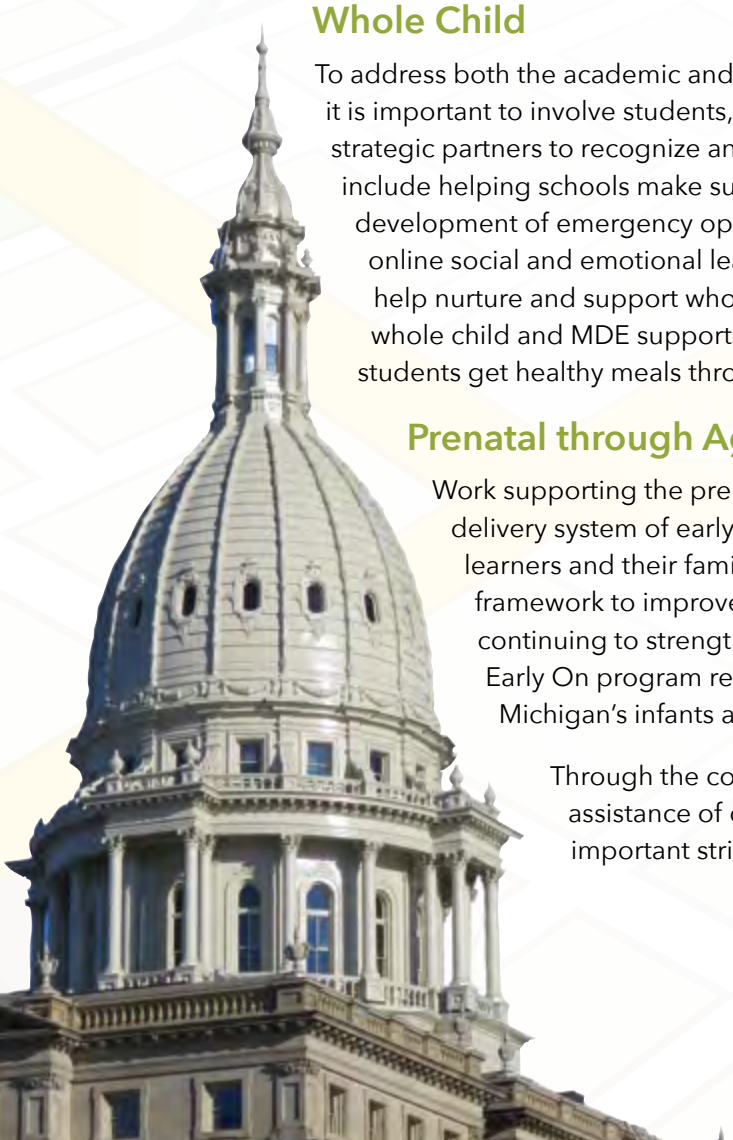
Whole Child

To address both the academic and lifelong health needs of students in an integrated approach, it is important to involve students, families, school staff, and communities. MDE worked with strategic partners to recognize and support the needs of every child. Examples of that work include helping schools make sure they are safe by assisting in and/or encouraging the development of emergency operations plans and anti-bullying policies. MDE supported online social and emotional learning modules, school climate surveys, and much more to help nurture and support whole child development. Nutrition is another critical area for the whole child and MDE supports many programs throughout the year that work to ensure all students get healthy meals throughout the entire day and year.

Prenatal through Age Eight (P-8)

Work supporting the prenatal through age eight priority establishes a robust mixed delivery system of early care and education providers, programs and services for all learners and their families. Highlights include staff developing a family engagement framework to improve the learning, development, and health of every learner and continuing to strengthen the early child education workforce. Additionally, The Early On program received $5 million in state funding to enhance services for Michigan's infants and toddlers with developmental delays or disabilities.

Through the continued focus in these three priority areas and with the assistance of critical partners, MDE and others will continue to make important strides in becoming a Top 10 education state in 10 years.



MDE'S EXECUTIVE LEADERSHIP JOURNEY

2018 Focus on Coherence

In 2018, MDE's executive leadership team, supported by an external facilitator provided by the Great Lakes Comprehensive Center, engaged in leadership development activities, including a book study on "Coherence" by Michael Fullan and Joanne Quinn.

In this context, coherence is defined as "the shared depth of understanding about the nature of the work," or a group of leaders working together to change their culture. To complement this learning, MDE's leadership made a conscious effort to shift the organization's culture to focus on customer support, improving customer service, and collaboration.

Another learning from the study was the need to create a focused direction for the department. Using this knowledge, the team reviewed Michigan's Top 10 in 10 strategic education plan and identified areas in the plan in which collective and collaborative work within the department would create the "fast boats" or "fast themes" referenced by Michael Fullan during his keynote address at the 2017 Governor's Talent and Education Summit and in his book "Coherence."

The Coherence Framework

Through this review, the team identified three priorities that would provide the department's focused direction for the next two to three years. These priorities are literacy, whole child, and prenatal to age eight or P-8.

These three priorities are intended to sharpen the focus of the department; to increase cross-office work within the department; and to explicitly link that work to Michigan's Top 10 in 10 strategic plan.

2019 Focus on Leadership

With the priorities identified, the executive leadership team sought to build on the efforts begun in 2018.

Again, with the assistance of an external facilitator, the team began an eight-month book study, centered around Lyle Kirtman and Michael Fullan's book "Leadership." This book provides guidance and direction for educational leaders on the key leadership competencies necessary for whole-system change. They are:

- Challenging the Status Quo
- Building Trust Through Clear Communication and Expectations
- Creating a Commonly Owned Plan for Success
- Focusing on Team Over Self
- Having a High Sense of Urgency for Change and Sustainable Results in Improving Student Achievement
- Having a Commitment to Continuous Improvement for Self and Organization
- Building External Networks and Partnerships

COHERENCE

Coherence is defined as the shared depth of understanding about the nature of the work.

The book study was grounded in efforts to advance the three selected priorities. It has enabled the team to focus on cross-office, cross-divisional work to move these efforts forward.

MICHIGAN'S TOP 10 IN 10 AND THREE PRIORITIES

In 2016, the Michigan Department of Education (MDE), in concert with many partners, developed a Top 10 in 10 Strategic Education Plan aimed at creating a more coherent and aligned education system at all levels. To help achieve this stated goal, in 2018-19 leadership at MDE identified three priorities – literacy, whole child, and prenatal through age eight – to guide the work of the department over the next few years.

More specifically, these three priorities are designed to sharpen focus; to increase cross-agency work; and to explicitly link staff work to Michigan's Top 10 in 10 Strategic Plan. Within this annual report, some of the work occurring around each priority is highlighted.

Literacy

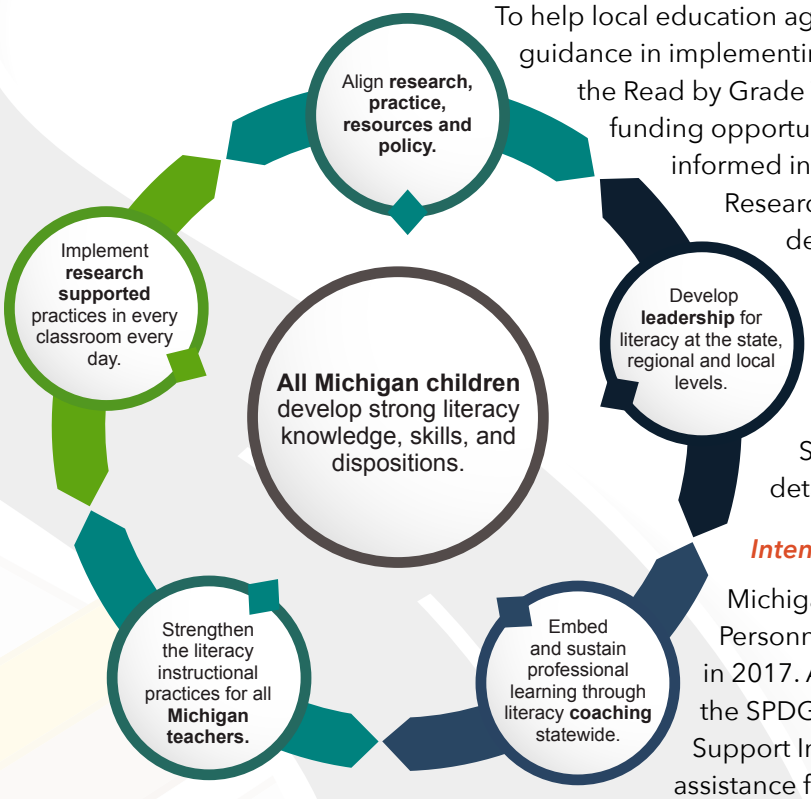
MDE is dedicated to helping Michigan students be successful in literacy and has committed to the goals of the ***Michigan Action Plan for Literacy Excellence*** (MAPLE). These goals are derived from the work occurring in a statewide partnership with the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force.

LITERACY

Literacy is an essential skill for everyone. It begins early in a child's development and continues throughout life.

Goals of the literacy priority include:

- aligning policies, funding, and resources to support literacy success
- supporting research-informed literacy instructional practices
- supporting literacy leaders through a network



To help local education agencies achieve these goals, MDE provides guidance in implementing literacy outcomes, such as understanding the Read by Grade Three law; the use of state and federal literacy funding opportunities; and in receiving access to research-informed instructional practices to support literacy success. Research-informed literacy instructional practices are defined for all ages in the MAISA GELN Essential Instructional Practices in Early, Elementary, and Disciplinary Literacy documents. More information on the literacy plan can be found on the ***Literacy page*** of the MDE website.

Some highlights related to the literacy priority are detailed below.

Intensive Literacy Support for Schools

Michigan has been awarded three 5-year federal State Personnel Development Grants (SPDG), most recently in 2017. As Michigan's technical assistance provider for the SPDG, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) provides intensive technical assistance for 4-year partnerships with districts. MIBLSI has impacted 636 schools since 2004. Currently, MIBLSI has active

partnerships with 12 districts and 31 schools to support implementation of a Multi-Tiered System of Supports (MTSS) for reading and behavior. Based on at least two consecutive years of reading screening data, seven of the 10 elementary schools demonstrated meaningful impact on school-wide student outcomes in 2018-19.

During the 2018-19 school year, MIBLSI partnered with the University of Oregon to conduct a Low-Cost Evaluation Trial, funded by the federal Institute for Education Sciences (IES). The study focused on the implementation of Enhanced Core Reading Instruction (ECRI) (Tiers 1 and 2), which is a research-validated program designed to increase the efficiency and effectiveness of reading instruction. Eight Michigan elementary schools were included in the research to examine the impact of ECRI when combined with integrated behavior supports. Intensive training and instructional coaching support yielded strong fidelity to ECRI implementation and improvements in student reading outcomes, including for students with disabilities. Statistical data analyses are being conducted throughout the 2019-20 school year, with results to be presented and published toward the end of the year.

Access to Professional Learning of Literacy Instructional Practice

Educator dedication to deepening knowledge of literacy instructional practice is key to improving student success. The MAISA GELN Early Literacy Task Force (ELTF), with which MDE is a leadership partner, developed ***essential practices for literacy trainings***, offered to all Michigan educators. Educator participation in the professional learning is outlined in the table below.

Instructional Practices Professional Learning	As of August 2019
GSRP early childhood specialists attending the Essential Instructional Practices in Early Literacy: PreK	167
PreK Training of Trainers (TOT) staff on the Essential Instructional Practices in Early Literacy: PreK	266
ISD Early Literacy Coaches attending K-3 Essentials Training	125
District Literacy Coaches on the Essential Instructional Practices in Early Literacy: Grades K-3	571
Essential Instructional Practices in Early Literacy: Grades K-3 and on Developing Professional Learning Plans for Their Schools with Ongoing Supports Provided.	583 individuals (representing school teams)
Educators attending Essentials Instructional Practices in Literacy, Grades 4-5	853
Essential Instructional Practices in Literacy, Grades 4-5 with Connections to Science and Social Studies	144
School Leaders on the Essential Instructional Practices in Early Literacy: Grades K-3 and the Essential School-Wide and Center-Wide Practices in Literacy through an Administrator Institute	486
ISD Early Literacy Coaches participating in Intensive Coaching Institutes	128

In partnership with the GELN ELTF and MDE, Michigan Virtual developed online learning modules to support the content of the Essential Instructional Practices in Early Literacy, Prekindergarten; Essential Instructional Practices in Early Literacy: Grades K-3; and Essential School-Wide and Center-Wide Practices in Literacy. MDE and its partners received an international 2018 Telly Award in the non-broadcast educational video category for one of the videos in this series.

Educators who fully complete a module can earn State Continuing Education Clock Hours (SCECHs). Below is the current information on modules completed for SCECHs to date.

Number of Educators Awarded SCECHs for Completing Michigan Virtual Modules

Michigan Virtual Module	Number of Educators Awarded SCHECHs
Essential Instructional Practices in Early Literacy, Prekindergarten	3,744
Essential Instructional Practices in Early Literacy: Grades K-3	19,397
Essential School-Wide and Center-Wide Practices in Literacy	280
Total	23,421

Online Literacy Resources for Students

MDE provides Library of Michigan resources for students through the Michigan eLibrary (MeL). Some of the ***MeL eResources*** are: Britannica Learning Zone; Britannica Elementary, Middle, and High School; eBook K-8 Collection Enciclopedia Estudiantil Hallazgos; Explorea for Elementary Schools; NoveList K-8 Plus; PebbleGo; Primary Search with EBSCOhost interface; School Center from Learning Express Library; World Book Early Learning; and World Book Kids.

Literacy Legislation Supports

When the Michigan Read by Grade Three (RBG3) legislation was enacted in 2016, the MDE literacy team began drafting guidance to help local school districts with implementation. Since that time, the original Frequently Asked Questions for the law has evolved into a ***Read by Grade Three Guide***. In the spring of 2018, regional presentations were made to Partnership District teams to help ensure understanding of the law at the local level. A district guide for communicating with parents, the ***Read by Grade 3 Parent Toolkit***, was developed and launched at these presentations. The toolkit includes family-friendly resources, bookmarks with tips for supporting reading at home, and videos and handouts available in English, Arabic, and Spanish.

Read by Grade Three Cut Scores

An additional support to schools was the development of the Read by Grade Three cut score as part of the English language arts (ELA) Michigan Student Test of Educational Progress (M-STEP). Because there is not a direct correlation between the M-STEP English language arts proficiency scores for third grade and the possible student retention impact of Michigan's Read By Grade Three law, a unique and separate cut score for the third grade ELA test was established to distinctly measure reading, as specified in the law. A committee of Michigan educators used the Michigan Content Standards and test items from the M-STEP to enumerate the knowledge, skills, and abilities expected of students who meet the RBG3 requirements. The committee recommended a cut score for RBG3. This process is known as a "Bookmark Standard Setting Procedure," and is a valid and reliable method for setting standards on assessments. The agreed-upon scores are outlined in the table on the following page, along with guidance on how schools should respond.

Category	RBG3 Cut Score	Suggested School Response
1	1,252 or lower	Student subject to the retention policy and will be given resources and supports
2	1,253-1,271	Additional reading supports are recommended, not required (student not subject to retention policy)
3	1,272 or higher	Student meets the grade 3 reading requirement (not subject to retention policy; additional needs or supports can be determined at the local level)

Early Literacy Assessment Systems Guidance

There are many legal requirements for schools to use early literacy assessments. Over the past year, MDE has contracted with the Michigan Assessment Consortium to create The Early Literacy Assessment System Guide. This guide will help districts understand and build systems of assessments to inform student learning and literacy instruction in prekindergarten through grade 3. A team of writers, including key literacy and assessment researchers and stakeholders, worked to draft the guide; a team of literacy stakeholder users provided input and feedback. The guide will be complete in November 2019, soon to be followed by a professional learning and communications plan.

Library of Michigan Supports Literacy

Some funding for literacy comes through Library of Michigan programming. Specifically, this year the "Children's and Teen Literacy Grants" awarded 33 grants to public libraries in Michigan, totaling $52,800. Additionally, the "Ready to Read Michigan" program, supported in part by Consumers Energy Foundation and the federal Institute for Museum and Library Services, was funded at a total of $108,070. This program provides public librarians with a book and activities to use during story time for young children and for outreach opportunities in the community. The 2019 book was "Touch the Brightest Star" by Christie Matheson.

Researching Michigan Literacy Efforts

MDE has partnered with two research entities to measure the impacts of the Read by Grade Three law and MDE's work to improve literacy.

ExcelinEd conducted a study to better understand stakeholders' perceptions of and early experiences with the Read by Grade Three law. ExcelinEd interviewed key MDE staff and reached out to two Michigan school districts to identify support strategies and technical assistance MDE could offer to school districts, to collect perceptions of the law from local educators, and get recommendations from stakeholders on ways to improve the process of implementing the law. The study captured the perceptions of the department and of educators working in K-3 settings. The full report can be accessed at: ***https://www.excelined.org/wp-content/uploads/2019/08/ExcelinEd.MI_.ReadbyGradeThreeLaw.August2019.pdf***

The Michigan Education Research Institute (MERI), the state's education research partnership, was granted $5 million from the US Department of Education's Institute of Education Sciences to study the impacts of the Read by Grade Three legislation. The focus of the research, conducted by Michigan State University's Education Research Policy Institute, will be to understand how various aspects of the law, from early literacy coaching to retention, will impact students. More information can be found at ***https://edwp.educ.msu.edu/news/2019/michigan-researchers-receive-5m-grant-to-study-impact-of-third-grade-reading-law***.

Whole Child

Whole child is one of MDE's identified priorities. The department is using a national model of connected efforts: Whole School, Whole Community, and Whole Child (WSCC) to guide the work in this area. This model provides a broad framework for addressing both the academic and lifelong health needs of students in an integrated approach involving students, families, school staff, and communities. MDE is working with strategic partners to recognize and support the needs of every child so they enter the classroom healthy and ready to learn.

Goals of the whole child priority include:

- providing evidence-based strategies and supports for whole-child development
- aligning policies, funding, and resources to support whole-child success
- ensuring Michigan's family engagement framework is developed and applied

To help achieve these goals, MDE is exploring effective ways to combat chronic absenteeism, food insecurity, and youth suicide.

WHOLE CHILD

Each child, in each school, in each community, deserves to be healthy, safe, engaged, supported, and challenged for long-term success in college, career, and life.

School Safety

School safety is a critical component in addressing the needs of the whole child. Unless students feel safe and supported, they cannot focus on the task of learning. MDE has several resources that help schools make sure their students stay safe.

Schools are required to have an Emergency Operations Plan, proven to have been developed in conjunction with local law enforcement, to provide training for students and teachers on mental health and other important components.

Schools are required to adopt an anti-bullying policy that also addresses cyberbullying. Many times, what happens out of school in a student's life continues at school and affects the student's ability to learn. Districts are also encouraged to provide training to all staff and students on preventing, identifying, and reporting incidents of bullying.

Through the ***Model Code of Student Conduct***, schools are provided guidance on how to reduce the number of suspensions and expulsions, to ensure students remain in school to learn. Schools are encouraged to look at individual circumstances and use restorative practices in order to provide supports to their students.

The ***Michigan Model for Health PreK-12*** is a comprehensive health education curriculum that focuses on the skills and knowledge students need to be healthy and safe in school and throughout life. The model

covers social-emotional and mental health, substance use and misuse, and personal safety among other health education areas. The Michigan Model for Health promotes best practices, such as comprehensive health education every year for every student, building their skills and knowledge so they will be prepared to learn during every school day.

School Culture

An empowering school climate based on an asset-based mindset is essential to create a condition for learning and full engagement. This is accomplished with a focus on the WSCC Model.

An empowering school climate depends on the knowledge, mindsets, skills, and access to all whole child supports in the school and community; it is best accomplished through a Multi-Tiered System of Supports (MTSS).

When all the conditions detailed above are in place for every child, they will feel safe, engaged, healthy, challenged, and supported. This leads a student from being a passive learner to becoming a creative innovator, prepared for a future workplace.

Social and Emotional Learning

Social and emotional school climate refers to the psychological and social aspects of students' educational experience that influence their social and emotional learning (SEL). The social and emotional climate of a school can impact student engagement in school—in other words, their sense of belonging; their confidence in their ability to learn; and their perception that if they ask for help, caring adults will respond.

School climate and SEL support relationships across all the domains of a child's life—teachers, friends, family, and neighbors. MDE provides online SEL modules, school climate surveys, inventories that assess protective/risk factors, and reports of risky behaviors. These resources help nurture and support whole child development: health, growth, and effective teaching and learning.

Chronic Absenteeism

Students must acquire essential academic, social, emotional, and behavioral skills to be fully engaged in school. Chronic absenteeism is defined as a student missing 10 percent of the school year due to excused and unexcused absences and suspensions from school.

A child who is not in school loses needed time for learning, and the educational experiences needed to apply the learning. This leads to lower levels of literacy, decreases in student learning, increased behavior problems, risky behaviors, and school drop-out.

Major reasons for chronic absenteeism include a lack of physical health and proper nutrition, unmet mental health needs, transportation challenges, and the lack of a sense of belonging in schools. Many school districts in Michigan recognize chronic absenteeism as a major problem and are currently developing policies and practices through the whole child model, so all children can be present and fully engaged at school.

Creating Safe and Supportive Schools for LGBTQ Students

MDE partnered with the Michigan Organization on Adolescent Sexual Health (MOASH) to implement "Creating Safe and Supportive Schools for LGBTQ Students: A Training of Trainers and Leaders (TOTL)," to build the capacity of Michigan schools. The multi-day training built district capacity to provide leadership, train others, and facilitate organizational change to create safe, caring, and inclusive school environments for all students.

District teams that participate in the TOTL program review local policy, train staff across the district, increase communication and coordination among school staff, create a county-wide network of trainers, partner with existing school-wide initiatives with similar objectives, adopt inclusive curricula, train peer educators, expand student-led clubs, update student information systems, and amend welcome packets for students and families.

Community Eligibility Provision

The Community Eligibility Provision (CEP) is an alternative way to serve universal free breakfast and lunch to all students in high-poverty districts and schools. This program requires schools to offer free breakfast and lunch while allowing individual schools to count and claim meals without the normal "free and reduced" application process, eliminating stigma and streamlining access to quality food.

In 2018-2019, over 307 School Food Authorities (SFAs) provided meals to nearly 1,068 CEP school buildings. That's more than 413,000 students served daily!

The MDE team is working hard to expand the CEP program for the 2019-2020 school year, with infographics and financial impact profiles aimed at showing building and district leaders how CEP can work at their schools, and feed more of Michigan's children.

Nutrition for Young Children

Each year in Michigan, nearly 5,000 family and group child care homes, over 2,000 independent sites, and 565 independent childcare centers participate in the Child and Adult Care Program (CACFP). This past year, these sites served more than eight million breakfasts, nearly 9.5 million lunches, over 13 million snacks, and almost 4.6 million suppers to children and adults in child care centers, afterschool at-risk programs, and family child care homes.

CACFP plays a vital role in improving the quality of child care by making it affordable for many families. The program

FEEDING THE WHOLE CHILD the WHOLE YEAR

reimburses the cost of these meals and snacks in order to improve and maintain the health and nutritional status of participants in care, all while promoting the development of lifelong good eating habits.

Meet Up and Eat Up Summer Food Service Program

Children up to 18 years old have access to free, nutritious meals when school is not in session during the summer months, at 1,756 sites statewide, operated by 342 different food service sponsors. Parents can text FOOD to 877-877 to find the nearest site; they can also use the MDE Meet Up and Eat Up site locator tool on the MDE website to find a participating location. Wherever kids see a Meet Up and Eat Up sign, they know they can eat during the summer free and regardless of their household income.

In the summer of 2019, over three million meals were served at Michigan's Meet Up and Eat Up sites, including at many community events across the state. In addition, the Meet Up and Eat Up program sponsors provided meals through the mobile route systems. For many kids across the state, this means food comes to them if they can't come to the food on those hot days of summer.

School Meals: Even in Emergencies

When children who rely on school meals are away from school unexpectedly, they are at risk for hunger. MDE recommends that each school's Emergency Plan or Winter Weather Plan includes feeding students. If the school's food authority has participated in the Summer Food Service Program (SFSP) within the past two years, that sponsor is eligible to use the Unanticipated School Closure, which allows eligible sites to be reimbursed for the cost of meals provided to children during days of unexpected school closure. In the polar vortex days in early 2019, over 900 meals were served between the 17 districts and schools that opened their doors for lunch.

This means children can get the meals they would normally miss during snow days, as well as other types of unplanned closures, such as natural disasters, employee strikes, and local utility disruptions. If children are able to safely come to where the meals are served, they can eat.

Partnerships for Community Nutrition

Research suggests a link between food insecurity and student outcomes and behavior, and a link between food insecurity and health. Full food security can be accomplished through maximizing participation in government, community, and other nutrition programs, creating innovative solutions that meet families' needs and desires, as well as environmental and policy changes. Best Food Forward (BFF) is an initiative to bring families in two school districts to full food security and to understand the impact this has on academic achievement, as well as on the health, behavioral, and economic stability outcomes for the students and their families. As a collaboration between a number of organizations, BFF will address food security in five schools within Warren Consolidated Schools in the Detroit area, and in three schools within the Westwood Heights Schools district in the Flint area.

Start the Day Ready to Learn with School Breakfast

Research shows that the simple act of eating breakfast at school can dramatically change a child's life. Making school breakfast a seamless part of the school day by serving it after the bell can also have a huge impact on children. Eating breakfast at school improves academic performance, attendance, and behaviors. Although Michigan provides millions of school breakfasts to students, only 59.3 percent of the students who get a free/reduced price lunch are also getting school breakfast.

With a new round of grant money awarded to MDE, the department aims to close that gap, by working closely with No Kid Hungry to improve access to breakfast and increase participation. MDE will continue to challenge our partners and school districts to find alternate ways to provide breakfast for students, including serving school breakfast to students after the bell.

Prenatal through Age Eight (P-8)

As one of MDE's priority areas, the prenatal through age eight (P-8) priority is the foundation for the larger P-20 system. P-8 establishes a robust mixed delivery system of early care and education providers, programs, and services for all learners and their families. It intentionally builds on and aligns with the P-20 efforts at MDE in support of Michigan's Top 10 in 10 goals and strategies.

The P-8 priority includes:

- focusing on families and the whole child
- supporting continuity, coherence, and support for all families and children
- promoting intentional, collaborative, and aligned professional development
- providing for seamless transitions
- including aligned and comprehensive standards, as well as use of early learner-centered preK-3 instructional practices
- promoting deep knowledge about children's comprehensive development leading to sustained efforts, in collaboration with families, to support children's learning gains
- providing the foundation for durable and long-lasting family, community, and school partnerships

During this past year, MDE has focused efforts on several activities that support the P-8 priority, including family engagement, early childhood workforce, and other efforts described below.

PRENATAL THROUGH AGE EIGHT (P-8)

All children deserve to be healthy, thriving, and developmentally on track from prenatal through age eight.

MiFamily: Michigan's Family Engagement Framework

Research demonstrates that children do best if families play a variety of roles in their learning. When family members engage in variety of ways, students attend school more regularly, earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in post-secondary education. Therefore, family engagement has been integrated in Michigan's Every Student Succeeds Act (ESSA) Plan and in other MDE initiatives, such as the Multi-Tiered System of Supports (MTSS) and whole child definition.

Michigan Department of Education Family Engagement

DEFINITION:

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.

Currently, MDE is developing a ***family engagement framework*** (MiFamily) to improve the learning, development, and health of every learner. Specifically, the tool will provide guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement.

To guide this work, a family engagement stakeholder group, comprised of parents, external stakeholder partners, and MDE staff, was convened. This group crafted the following definition and principles.

Michigan Department of Education Family Engagement

PRINCIPLES:

1. Trusting relationships are the cornerstone of family engagement.
2. Families are engaged and supported partners in their child's education.
3. Family engagement efforts are purposeful and intentional, and clearly identify learner outcomes.
4. Family engagement efforts are tailored to address all families, so all learners are successful.
5. Positive learning environments contribute to engagement and learning.

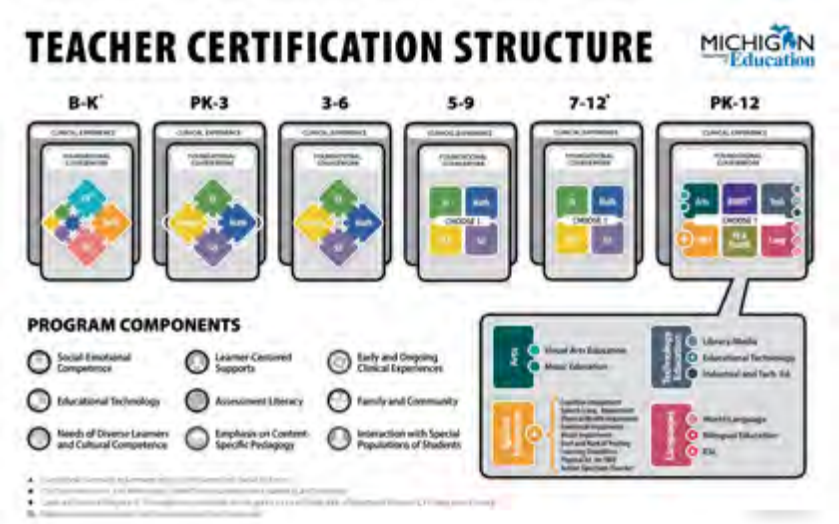
Early Childhood Education Workforce Activities

In 2016, MDE started its intentional focus on ***early childhood education (ECE) workforce*** through a grant from the National Association of State Boards of Education (NASBE); the grant was renewed for 2018-2019. In addition, the Council of Chief State School Officers/National Governor's Association (CCSSO/NGA) also provided a grant on ECE workforce to MDE for the period of 2018-2019. Due to their similarities, the activities of the grants were coordinated into one work plan.

The NASBE/CCSSO/NGA technical assistance grants help state educational agencies connect workforce investment strategies and resources to improve training, effectiveness, and working conditions for early care and early education professionals. More specifically the goals of the projects were:

- to create an ECE workforce policy plan of recommendations for how MDE's Office of Great Start (within the Division of P20 System and Student Transitions) can support the broad ECE workforce
- to work cross-departmentally to review and revise the Early Childhood General and Special Education (ZS) endorsement, since the Michigan State Board of Education approved preparation standards for the Lower Elementary PK-3 teaching certificate at its November 2018 meeting

Through stakeholder engagement, the Michigan teacher certification structure has been expanded to include a grade band for the preparation of teachers of early childhood education (birth-kindergarten). This grade band provides specialized training for teachers in this age level and increases access to teacher certification for individuals currently working in early childhood.



An educator preparing to teach birth-kindergarten will engage in an integrated course of student work that is focused on whole child development, special education, relationships, and content area knowledge and pedagogy. The standards (currently out for public comment) will include integration and instruction to meet the care and learning needs of the whole child, leading to a well-rounded education. Foundational and content area coursework are driven by program standards that include developmentally appropriate instructional practices for children in birth-kindergarten settings, with an emphasis on social emotional learning. Individuals who complete these programs will be prepared to teach children across the birth-kindergarten continuum.

Upon Michigan State Board of Education approval of the standards, educator preparation providers will begin transitioning their programs. Teachers who elect this option for their teacher certification may start entering the field with the new birth-kindergarten grade band as early as fall 2025.

Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3.

MDE was part of the development group for the Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3.

The purpose of this document is to increase Michigan's capacity to improve children's literacy, by identifying a small set of research-supported literacy practices that should be a focus of professional development throughout the state. The focus is on practices in individual interactions with children, rather than on center- or systems-level practices. Its focus is on infants and toddlers, as the first three years of life are when children learn the fastest and acquire the foundational skills that will support their development and learning for the rest of their lives. Improving language and literacy experiences in the infant and toddler years has the potential to improve "Read by Grade Three" outcomes. This document is intended to be read in concert with Essential Instructional Practices in Early and Elementary Literacy: Prekindergarten. There is important overlap and continuity in these and other "Essentials" documents. For more information, visit ***literacyessentials.org***.

Celebrating Other Achievements on Behalf of Young Learners

Michigan's Great Start Readiness Program (GSRP) provides preschool education for at-risk four-year-old children. During the 2018-2019 program year, 37,140 children were served, with $244.9 million in state funding.

Source: Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2018). Essential instructional practices in language and emergent literacy: Birth to age 3. Lansing, MI: Authors.

The ***National Institute for Early Education Research*** (nieer.org) at the Rutgers University Graduate School of Education issues an annual State of Preschool yearbook that assesses state preschool programs against 10 quality benchmarks set by NIEER. In the 2018 State of Preschool yearbook, Michigan, for the second year in a row, met all 10 quality benchmarks; it was one of only three states across the nation to meet all 10 quality benchmarks. More information about ***GSRP*** can be found at michigan.gov/gsrp.

QUALITY STANDARDS CHECKLIST

POLICY	MI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	16 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.			10

Source: The State of Preschool 2018, ***http://nieer.org/***

State Funding for Early On®

For the first time in Michigan history, the 2018-2019 State School Aid Act included a line item (Section 54d) that provides $5 million in state funding for *Early On®* (aka federal IDEA, Part C). This investment toward enhanced *Early On®* services for Michigan infants and toddlers with developmental delays or disabilities and their families will help to strengthen the state's supports and services for eligible infants and toddlers and their families. The funding also provides a great opportunity for analysis of specific parts of local systems and for focus on system-level improvements.

Allowable uses of the funds include:

- increasing the frequency and/or intensity of services to eligible children
- broadening the array of services provided to eligible children
- conducting additional child-find activities to identify, evaluate, and serve additional eligible children
- salaries and benefits to hire personnel with higher levels of education
- training of personnel
- providing services in natural environments

Additional information about ***Early On*** can be found at michigan.gov/earlyon.

T.E.A.C.H.

T.E.A.C.H. Early Childhood® MICHIGAN links education, compensation, and commitment to improving the quality of early education. It is a statewide scholarship program designed to help child care center teaching staff, preschool teachers, family childcare providers, group home owners, center directors, early childhood professionals, and administrators meet their professional development goals, while continuing their current employment in regulated early childhood and school-age care settings.

Because there are two major challenges in the early education and care field – low wages and high turnover – the scholarship helps increase compensation and retention of skilled teachers. MDE is assisting in the expansion of the T.E.A.C.H. Early Childhood Michigan scholarship program.

Highlights of this work include:

- partnering with Washtenaw Community College, Bay College, Mid-Michigan College, Lansing Community College, and Keweenaw Bay Ojibwa Community College to increase infant- and toddler-focused course offerings for degree-seeking students
- partnering with Great Start to Quality Regional Resource Centers, Northwestern Michigan College, Bay Mills Community College, Lansing Community College, and Wayne County Community College District to develop Child Development Associates (CDA) credential training opportunities for college credit that meets the needs of providers facing access barriers such as location course offerings, cost, and delivery format
- partnering with Mott Community College to support the attainment of a CDA credential by high school students upon graduation
- delivery of CDA credential attainment information and instructions specific to Michigan providers, through development and maintenance of the miCDA.info website
- partnerships with MiRegistry and Great Start to Quality Regional Resource Centers to increase membership and training opportunities in the registry
- implementation of CDA credentialing preparatory events offered regionally to providers in Grand Rapids, Traverse City, and Dearborn

MiRegistry

MDE is part of a multi-state consortium with several other midwestern states to develop ***miregistry*** (miregistry.org). This is an online, all-in-one resource for the state's early childhood and out-of-school-time workforce to track professional development, employment, and educational accomplishments, and to support professional growth. MiRegistry provides verified staff qualification information to support Great Start to Quality and Child Care Licensing. Training modules provided through the site have been approved as meeting state requirements in core competencies and specific content areas. Organizations that provide training can promote approved events to interested providers. Currently, more than 40,000 accounts have been created, and 750 approved trainers and 3,600 organizations have been connected.

Early Head Start/Child Care Partnership

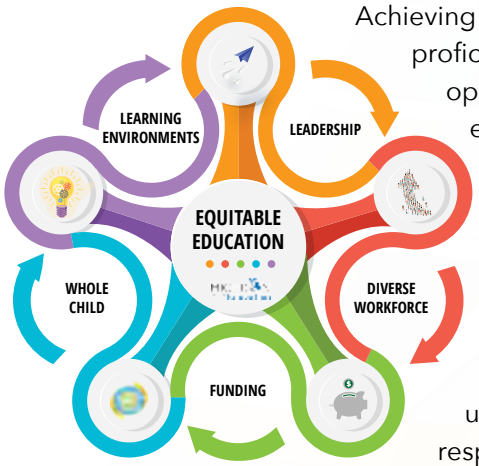
The Early Head Start-Child Care Partnership (EHS-CCP) initiative brings together the best of Early Head Start and child care through layering of funding to provide comprehensive and continuous services to low-income infants, toddlers, and their families. In 2017-18, seven pilot agreements were implemented in Michigan to provide full-day, full-year opportunities for children aged birth to three years. Altogether, 1,541 children were served. Throughout this year, MDE staff will meet quarterly with the pilot providers to provide guidance and assistance in utilizing these funds creatively to meet the needs of the programs.

ADDITIONAL MAJOR EFFORTS

Every year, a great deal of additional work is done in the Michigan Department of Education. This 2018-2019 edition of the MDE Annual Review highlights three major cross-office, cross-division initiatives – Equity in Education, The Path Forward, and the Michigan Integrated Continuous Improvement Process (MICIP).

Equity in Education Initiative

Providing an equitable education to all children in Michigan is a long-standing and very complex challenge that needs to be addressed to achieve Michigan's mission to "Support Learners and Learning" as well as become a Top 10 education state in 10 years. Michigan must take bold, courageous steps toward addressing the systemic inequities that perpetuate low performance and negatively impact too many learners.



Achieving equity means that family income, race/ethnicity, English-language proficiency, and disability status would no longer predict a student's educational opportunities and outcomes. Among other factors, achieving equity in public education will require addressing deep-seated inequities in funding; access to rigorous curriculum; and access to effective teachers and school leaders.

While past and current efforts have yielded some positive results, MDE recognizes the need for a comprehensive, systemic approach to move this work forward. The time for this work is now, since at the national level the federal Every Student Succeeds Act (ESSA) provides for and calls upon states to lead on educational equity. ESSA acknowledges this state responsibility and rebalances the federal role to allow greater state autonomy and flexibility in pursuing this equity mission.

To carry out the equity vision called for in Michigan's ESSA and Top 10 in 10 plans, MDE established an Equitable Education Advisory Team, comprised of both internal and external stakeholders. The team was asked to engage in a discovery process to help inform the department on its role in addressing the challenge of equitable education. The advisory team was charged with making recommendations to MDE leadership and to inform potential actions as recommendations are adopted. This work is led by MDE Deputy Superintendent Scott Koenigsknecht and the P-20 System and Student Transitions team, with the support of the Midwest and Plains Equity Assistance Center.

> ***"Providing an equitable education to all children in Michigan is a long-standing, very complex challenge that needs to be addressed so we can achieve Michigan's mission to Support Learners and Learning as well as become a Top 10 educational state in 10 years. It will require us to take bold, courageous steps toward addressing the systemic inequities that perpetuate low performance and negatively impact to many of our learners."***
>
> **Sheila Alles, Interim State Superintendent**

The Equitable Education Advisory Team was convened for the first time in August 2018. Team members reviewed data regarding the state of equity in Michigan and comparable states. Through this work, the team began to develop a shared understanding of equity, by identifying features/indicators that are critical to an equitable education system.

The team met monthly throughout the 2018-19 school year and identified five core areas regarding equity to be addressed: funding; whole child; workforce; learning environment; and leadership. Time was spent each month diving deeper into these areas and learning more. The Equitable Education Advisory Team anticipates it will present its recommendations to MDE leadership in the fall of 2019.

The Path Forward

On June 28, 2018, the United States Department of Education notified each state of its federal determinations under Section 616 of the Individuals with Disabilities education Act (IDEA). Michigan was the only state to be determined "Needs Intervention." (To reach the level of "Meets Requirements," a state must receive a score higher than 80 percent.).

Federal determinations are based on two categories: compliance and results. Both are weighed at 50 percent of the final score. In summary, Michigan scored a 17/20 on compliance (85%) and an 8/24 on the results component (33.33%), for a final score of 59.17% (just below the 60 percent cut for the "Needs Assistance" category).

Prior to the 2018 determination, Michigan had been in the "Needs Assistance" category for several years. This 2018 "Needs Intervention" finding created a tremendous sense of urgency for multiple stakeholders across the state. Capitalizing on this shared sense of urgency, MDE, under the leadership of Deputy Superintendent Dr. Scott Koenigsknecht, brought together a large, diverse group to develop ideas and implement solutions to improve Michigan's standing on these important measures of service and outcomes for students with disabilities.

The steering committee was developed, comprised of individuals representing labor, management, elementary and secondary educators, teachers, paraprofessionals, parents, advocates, and policy makers. The steering committee met three times and recommended additional representatives from their respective organizations to serve on one of four work groups: graduation rate; drop-out rate; M-STEP participation; and NAEP proficiency and participation. These four measures drive the scores on the results portion of the determination. More than 40 work group members met and over the course of their meetings generated more than 20 recommendations for action around these areas.

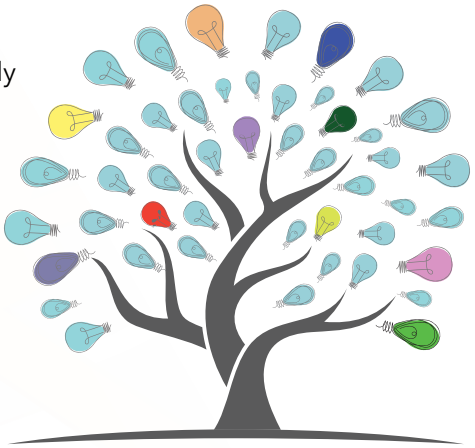
The workgroup approached its task as an opportunity to improve the system. The issues the group is tackling have been in play for a long time and reflect systemic challenges that must be overcome. Throughout the discussions, it was clear that the solution lies not just in addressing issues specific to special education, but in coordination with other efforts to support the state's education system.

The recommendations were reviewed and given final approval by the steering committee in September, with plans to move them forward to MDE leadership and the State Board of Education beginning in December 2019.

As a result of this work, Michigan's 2019 determination moved the state back to the "Need Assistance" category. While this trajectory of growth is positive, there still is much work to be done. The MDE is poised to take on that challenge in the coming year, with full partnership and support of the many partners across the state who are vested in a successful outcome for all of Michigan's students, particularly those with disabilities.

"We can, we must, and we will do better for our children with disabilities and their families both in the short and long term."

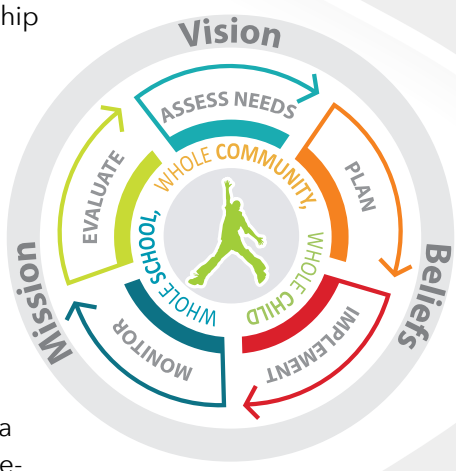
Dr. Scott Koenigsknecht



Michigan Integrated Continuous Improvement Process (MICIP)

The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. MICIP involves a shift in how we think about improving student outcomes (mindset) to engage in a comprehensive and iterative continuous improvement cycle (process) using a streamlined, integrated, web-based software application (platform).

MICIP aligns with the vision for supporting schools detailed in Michigan's federal Every Student Succeeds Act (ESSA) plan. MICIP also supports a number of goals in Michigan's Top 10 in 10 strategic education plan, particularly Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.



Starting in May 2018, under the leadership of Deputy Superintendent for Educator, Student, and School Supports, Dr. Venessa Keesler, MDE began planning this shift to a continuous improvement cycle rather than an annual cycle of school improvement. To gather a common vision and to meet district and ISD/ESA needs surrounding student outcomes, many opportunities to seek input were provided. Input was solicited through the School Improvement Conference; survey information collected from districts and schools regarding the draft Comprehensive Needs Assessment; presentations to state educational organizations; and targeted groups already engaged in continuous improvement efforts in Michigan. With input from experts in the field, MICIP was created to provide districts with a streamlined, integrated process and a web-based system, by providing pre-populated data from MISchoolData and the MiDataHub. This data will aid districts in diagnosing needs in support of educating the whole child, accessing systems and resources for creating high-quality continuous improvement plans, and providing guidance on blending funds in support of those plans.

The MDE made internal changes that will support MICIP. These include adding processes to match the whole child priority with resources, coordination of services and planning across different MDE offices, rethinking data integration, and reorganizing the department's office and staffing structure to better align with the vision for MICIP. The reduction of "silos" and the elimination of duplicative plans and data collection are ways MDE will improve its support to districts, allowing increased focus on improving student outcomes.

In the upcoming year, in readiness for a limited rollout in October 2020, MDE will provide training to ISDs/ESAs and districts to shift mindset thinking to whole child needs and system supports. Additional training will include understanding the MICIP process and whole child approach as part of the continuous improvement process, along with the software application.

There will be opportunity for ISDs/ESAs and their districts to provide feedback while the MICIP platform is being developed. At MDE'S Continuous Improvement Conference in November 2019, ISDs/ESAs with their districts can apply to be user testing partners as MDE builds the platform in partnership with the MAISA software development team. Development of the platform will begin in January 2020.

For more information on MICIP, visit the ***MICIP website*** (michigan.gov/mde-micip).

LOOKING AT DATA

Student achievement data from statewide assessments such as the M-STEP are included on the following pages. The data provides an opportunity to look at achievement and opportunity gaps.

Michigan's Statewide Assessments

Data included in the performance tables are derived from the following state assessments:

M-STEP

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

- English language arts and mathematics in grades 3–7
- Science and social studies in grades 5 and 8 (science was field-tested in 2018-19)
- The Michigan Merit Examination in grade 11

The PSAT 8/9 was used to assess English language arts and mathematics for students in grade 8. Scores are unavailable for the science portion of the 2017-18 and 2018-19 M-STEP and MME Performance tables due to a large-scale field test being conducted before a new M-STEP science test is put into operation in Spring 2020.

Michigan Merit Examination

The ***Michigan Merit Examination*** (MME) assesses students in grade 11, and eligible students in grade 12, based on Michigan high school standards. It is administered every year in the spring and consists of three components – the SAT plus Essay, ACT WorkKeys work skills assessment, and the M-STEP science and social studies assessments. The 11th grade data in the performance tables in this appendix reflect:

- English language arts – SAT Evidenced-Based Reading and Writing assessment
- Mathematics – SAT Mathematics assessment
- Science – M-STEP
- Social Studies – M-STEP

MI-Access – Functional Independence

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

Measuring Student Growth

Data in the student growth tables are based on ***Adequate Growth Percentiles*** (AGPs). AGPs are the percentage of students who are on-track and/or will maintain grade-level proficiency within three years in the given subject area.

Additional Online Information

The data sets included in this report reflect the most recent assessment results and analysis that were available at the time the report was created (September 2019). Any assessment results released after this time, as well as additional current and historical school data and reports, can be found online at the websites listed below.

General information on Michigan's state assessment system can be found on ***MDE's K-12 Assessment and Accountability website*** (michigan.gov/oeaa).

MI School Data

MI School Data (MiSchoolData.org) is Michigan's official public portal for education data to help citizens, educators and policy makers make informed decisions that can lead to improved success for our students.

The site offers multiple reports and views for statewide, intermediate school district, district, school, and college level information, across multiple years. Data are presented in graphs, charts, trend lines and downloadable spreadsheets to support meaningful evaluation and decision making.

Parent Dashboard for School Transparency

The ***Parent Dashboard for School Transparency*** (MiSchoolData.org/ParentDashboard) is Michigan's newest tool in its commitment to provide transparency about school and district performance. It was created with input from parents and educators to assure that the measures included on the site are most relevant to parents and caregivers. The contents of this dashboard can inform decisions and encourage conversations about how we help all students succeed.

Whether you are looking for student-to-staff ratios, attendance information, school assessment scores, or access to college-credit or career-tech programs, the Parent Dashboard provides easy access to valuable building-level measures helpful in providing students with a quality education.

The dashboard is designed to be a "living tool" that will be updated as user feedback and new school data become available.

M-STEP and MME Performance – English Language Arts

Percent of Students Who Scored Proficient in English Language Arts by Grade and Subgroup

Student Subgroup	Grade: 3rd		4th		5th		6th		7th		8th		11th*	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19**	2017-18	2018-19
All Students	44.4	45.1	45.0	45.8	46.5	46.2	41.4	41.7	43.4	42.7	42.8	61.9	57.8	55.3
Gender														
Female	47.4	48.3	48.1	48.8	50.7	50.2	45.7	45.8	49.0	47.9	49.0	68.3	60.7	59.9
Male	41.4	42.0	42.1	42.9	42.5	42.3	37.2	37.8	38.0	37.7	36.8	55.8	54.9	50.6
Race/Ethnicity														
American Indian or Alaskan Native	37.8	33.9	35.1	35.4	34.9	35.2	33.4	31.9	35.4	35.8	32.5	56.8	47.2	46.1
Asian	64.4	64.6	65.9	68.3	71.6	70.2	66.2	67.9	71.0	69.0	69.2	81.8	74.9	73.6
Black or African American	19.2	19.9	20.2	20.9	20.7	21.7	17.7	18.3	19.2	19.7	20.1	34.5	28.7	26.6
Hispanic or Latino	32.9	34.1	33.9	34.8	36.0	35.7	30.3	31.0	32.4	32.0	31.3	51.1	43.6	39.5
Native Hawaiian or Other Pacific Islander	41.0	48.5	44.9	50.6	54.9	47.4	47.3	47.6	44.1	48.9	47.8	55.9	60.4	51.1
Two or More Races	42.2	44.0	42.4	43.4	43.3	43.5	38.1	38.5	40.7	39.7	40.4	60.8	55.5	54.3
White	52.3	53.1	52.5	53.4	53.8	53.3	48.0	48.3	49.8	49.0	48.4	69.2	64.6	62.1
Additional Subgroups														
Economically Disadvan-taged	30.3	31.3	30.4	31.6	31.8	31.6	26.8	27.6	28.2	28.1	27.5	46.7	39.8	37.3
English Learner	33.2	33.3	30.6	29.1	20.8	21.9	13.5	12.6	13.8	13.0	13.5	27.6	16.0	12.5
Homeless	21.8	23.4	22.0	21.8	22.1	24.1	19.1	20.8	21.4	20.3	18.2	39.0	28.5	30.1
Migrant	15.6	21.3	16.4	14.9	19.1	15.9	15.9	22.3	16.3	14.3	14.3	35.0	15.5	20.9
Students with Disabilities	19.2	19.5	17.6	17.5	14.8	15.0	11.0	11.2	11.0	10.9	9.5	22.5	15.7	13.2

*Michigan's Grade 11 scores are from the SAT Evidenced-Based Reading and Writing assessment .
**Michigan's Grade 8 scores for the 2018-19 school year are from the PSAT 8/9 assessment.
Data Source: Michigan Department of Education

M-STEP and MME Performance – Mathematics

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

Student Subgroup	Grade: 3rd		4th		5th		6th		7th		8th		11th*	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19**	2017-18	2018-19
All Students	45.7	46.7	42.0	41.8	34.3	34.8	34.6	35.1	35.7	35.7	33.6	41.4	36.9	36.3
Gender														
Female	43.5	44.3	39.4	39.0	31.4	31.7	33.4	33.4	34.6	34.2	35.5	42.2	35.0	35.7
Male	47.8	49.1	44.4	44.5	37.1	37.8	35.7	36.7	36.7	37.2	31.8	40.6	38.9	36.9
Race/Ethnicity														
American Indian or Alaskan Native	35.4	34.9	33.0	32.5	22.3	26.0	26.2	24.1	26.6	27.6	22.6	29.9	25.2	22.1
Asian	73.0	73.4	71.0	70.7	67.3	67.2	66.4	68.3	68.9	67.8	68.0	73.0	69.1	70.7
Black or African American	19.3	20.5	15.2	15.8	9.4	10.7	9.7	9.8	10.1	10.8	10.8	13.9	10.1	10.4
Hispanic or Latino	32.5	35.4	29.1	29.4	21.5	22.6	22.1	22.3	22.0	23.5	20.4	27.1	21.4	20.4
Native Hawaiian or Other Pacific Islander	39.8	43.3	38.0	34.1	34.8	33.3	33.0	42.7	35.7	33.0	36.6	36.8	37.4	32.2
Two or More Races	42.1	43.7	37.3	38.1	29.7	30.7	29.6	30.2	31.2	30.0	29.4	36.2	32.8	32.3
White	53.8	54.8	49.8	49.6	41.3	41.6	41.4	42.1	42.6	42.5	39.2	48.9	42.7	41.8
Additional Subgroups														
Economically Disadvan-taged	31.1	32.6	26.8	27.0	19.6	20.2	19.3	20.1	19.9	20.3	17.9	24.5	19.2	18.6
English Learner	39.1	41.3	31.9	29.9	15.8	18.1	13.5	12.9	12.9	13.5	12.4	14.1	12.1	9.8
Homeless	21.8	22.4	19.0	17.5	12.1	12.4	13.0	13.1	13.6	12.9	9.9	16.5	11.1	12.6
Migrant	23.0	22.0	17.6	15.4	14.5	12.4	9.8	15.4	12.4	12.4	15.9	18.8	8.6	9.3
Students with Disabilities	20.9	20.9	16.8	16.0	10.3	10.3	8.2	8.3	7.7	7.9	5.7	8.4	5.6	5.2

*Michigan's Grade 11 scores are from the SAT Evidenced-Based Reading and Writing assessment.
**Michigan's Grade 8 scores for the 2018-19 school year are from the PSAT 8/9 assessment.
Data Source: Michigan Department of Education

M-STEP and MME Performance – Social Studies

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

Student Subgroup	Grade: 5th 2017-18	Grade: 5th 2018-19	Grade: 8th 2017-18	Grade: 8th 2018-19	Grade: 11th 2017-18	Grade: 11th 2018-19
All Students	18.3	17.4	29.3	28.0	48.5	46.6
Gender						
Female	16.3	15.3	26.5	25.4	45.4	44.1
Male	20.3	19.4	31.9	30.6	51.6	49.1
Race/Ethnicity						
American Indian or Alaskan Native	13.6	12.1	20.9	22.3	43.3	38.5
Asian	35.5	32.6	49.9	50.6	65.3	64.6
Black or African American	4.7	4.4	7.8	7.3	21.1	20.1
Hispanic or Latino	9.5	8.8	18.0	17.1	36.2	32.8
Native Hawaiian or Other Pacific Islander	18.5	10.1	33.3	27.9	44.9	33.3
Two or More Races	15.3	14.6	27.2	25.2	46.3	46.1
White	22.4	21.5	34.8	33.6	54.8	52.6
Additional Subgroups						
Economically Disadvantaged	8.9	8.1	15.4	14.7	32.4	30.6
English Learner	4.0	4.3	6.0	4.7	11.1	10.3
Homeless	3.9	4.5	9.6	10.1	24.6	24.5
Migrant	2.8	0.9	4.4	7.0	24.6	23.3
Students with Disabilities	5.4	5.0	7.0	7.0	16.2	16.1

Data Source: Michigan Department of Education

MI-ACCESS Functional Independence – English Language Arts

Percent of Students Who Surpassed or Attained Performance Standards in English Language Arts by Grade and Subgroup

Student Subgroup	Grade: 3rd		4th		5th		6th		7th		8th		11th	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
All Students	63.9	60.0	81.4	76.0	80.3	74.9	75.5	74.9	87.2	84.8	80.1	77.4	81.1	81.9
Gender														
Female	68.6	60.1	82.0	78.2	82.8	76.2	79.1	77.7	87.3	87.1	82.3	80.5	82.0	83.9
Male	61.5	60.0	81.1	74.8	78.9	74.2	73.8	73.6	87.1	83.7	78.9	75.9	80.7	80.8
Race/Ethnicity														
American Indian or Alaskan Native	50.0	58.3	87.5	83.3	93.8	100	75.0	92.3	100	88.9	81.3	71.4	80.0	77.8
Asian	70.6	66.7	68.4	83.3	81.8	41.2	58.8	60.0	78.9	58.3	80.8	66.7	64.3	65.0
Black or African American	54.6	58.3	76.3	72.3	74.9	69.1	76.2	68.7	86.3	86.9	79.1	75.5	74.3	74.4
Hispanic or Latino	71.6	65.2	78.3	73.2	77.8	75.0	74.8	68.8	84.2	81.7	72.4	78.5	81.2	83.5
Native Hawaiian or Other Pacific Islander	100	*	100	100	0	0	0	33.3	100	100	100	66.7	100	*
Two or More Races	74.3	40.4	84.0	80.9	81.2	77.8	72.2	73.9	91.7	92.9	76.0	84.2	80.9	85.1
White	66.7	61.6	84.2	77.7	83.2	78.1	76.1	79.3	87.7	83.8	81.7	78.1	83.8	85.2
Additional Subgroups														
Economically Disadvan-taged	64.3	61.9	81.7	77.8	80.8	76.4	77.2	76.7	88.2	86.6	82.3	79.6	83.1	81.1
English Learner	55.1	61.0	72.0	69.1	74.0	68.5	66.4	64.6	79.0	77.1	73.0	74.5	74.1	77.8
Homeless	70.2	62.7	87.7	82.5	78.2	72.9	78.6	81.5	92.2	84.5	81.0	83.8	87.8	80.8
Migrant	100	100	100	*	0	*	0	0	50.0	100	50.0	66.7	0	*

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

MI-ACCESS Functional Independence – Mathematics

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

Student Subgroup	Grade: 3rd 2017-18	3rd 2018-19	4th 2017-18	4th 2018-19	5th 2017-18	5th 2018-19	6th 2017-18	6th 2018-19	7th 2017-18	7th 2018-19	8th 2017-18	8th 2018-19	11th 2017-18	11th 2018-19
All Students	54.0	49.9	66.7	60.8	48.3	51.1	50.6	48.5	52.2	52.8	61.9	52.7	66.3	56.7
Gender														
Female	51.8	45.6	63.2	60.7	45.0	45.2	45.2	44.3	43.7	47.9	59.2	47.0	63.1	51.9
Male	55.2	52.2	68.4	60.8	50.1	54.0	53.4	50.7	56.5	55.3	63.4	55.5	68.1	59.2
Race/Ethnicity														
American Indian or Alaskan Native	42.9	25.0	71.4	60.0	62.5	83.3	42.9	54.5	56.3	54.5	78.9	60.0	42.9	77.8
Asian	56.3	56.3	50.0	76.5	41.7	29.4	61.1	36.4	33.3	45.5	65.4	33.3	66.7	47.6
Black or African American	50.7	44.8	60.4	56.1	40.6	44.5	46.3	45.3	43.7	48.0	54.9	43.2	54.6	45.7
Hispanic or Latino	58.5	56.4	69.0	62.0	50.4	52.8	46.3	52.3	53.5	48.6	63.9	58.1	73.3	57.8
Native Hawaiian or Other Pacific Islander	100	*	100	100	50.0	100	0	0	50.0	0	33.3	33.3	66.7	*
Two or More Races	56.3	46.2	73.7	57.8	45.2	54.2	55.0	45.8	56.9	58.9	57.7	62.7	73.5	67.3
White	55.1	52.0	69.1	63.3	52.1	54.0	53.2	50.1	56.6	55.5	65.0	56.3	70.3	60.6
Additional Subgroups														
Economically Disadvan-taged	55.7	50.6	67.3	62.4	48.3	51.8	50.8	50.0	52.7	53.6	63.8	52.6	67.2	56.7
English Learner	53.4	50.6	67.7	50.0	41.1	44.2	47.4	42.3	55.0	44.4	66.1	44.2	65.9	53.6
Homeless	50.0	51.7	76.6	72.2	60.9	50.9	62.7	50.7	62.3	59.0	61.4	50.0	70.2	51.9
Migrant	100	100	100	*	100	*	*	0	0	*	50.0	33.3	100	*

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

MI-ACCESS Functional Independence – Science

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

Student Subgroup	Grade: 4th 2017-18	4th 2018-19	7th 2017-18	7th 2018-19	11th 2017-18	11th 2018-19
All Students	48.5	49.1	50.9	45.9	51.8	49.1
Gender						
Female	47.7	48.9	46.8	38.5	46.7	47.4
Male	48.9	49.2	53.0	49.6	54.6	50.0
Race/Ethnicity						
American Indian or Alaskan Native	60.0	80.0	60.0	70.0	42.9	55.6
Asian	22.2	40.0	31.6	25.0	26.7	50.0
Black or African American	38.0	42.9	35.6	35.5	30.6	31.5
Hispanic or Latino	40.6	44.6	57.4	41.2	45.3	44.7
Native Hawaiian or Other Pacific Islander	0	100	100	0	66.7	*
Two or More Races	52.9	44.1	56.1	53.5	60.0	49.0
White	55.4	54.4	58.3	51.5	60.9	57.3
Additional Subgroups						
Economically Disadvantaged	49.7	50.5	51.8	46.9	52.2	48.3
English Learner	35.2	29.6	39.2	34.4	34.1	40.5
Homeless	62.5	53.2	54.9	47.9	55.3	37.0
Migrant	0	*	0	*	0	*

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

MI-ACCESS Functional Independence – Social Studies

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

Student Subgroup	Grade: 5th 2017-18	Grade: 5th 2018-19	Grade: 8th 2017-18	Grade: 8th 2018-19	Grade: 11th 2017-18	Grade: 11th 2018-19
All Students	32.0	32.7	41.6	38.3	39.8	36.4
Gender						
Female	31.4	32.8	42.9	33.5	31.7	32.6
Male	32.3	32.7	40.9	40.7	44.1	38.4
Race/Ethnicity						
American Indian or Alaskan Native	41.2	50.0	73.7	35.7	32.1	11.1
Asian	27.3	6.7	14.8	21.1	26.7	40.9
Black or African American	26.1	24.0	36.4	28.9	23.4	26.4
Hispanic or Latino	28.3	31.4	39.8	47.9	47.2	35.0
Native Hawaiian or Other Pacific Islander	0	0	0	50.0	33.3	*
Two or More Races	34.2	40.7	44.4	42.1	48.0	38.8
White	35.5	37.1	44.5	41.9	45.2	41.1
Additional Subgroups						
Economically Disadvantaged	32.6	33.6	43.4	38.7	40.1	35.5
English Learner	21.3	21.1	32.4	32.4	37.1	31.0
Homeless	36.8	24.0	47.5	43.2	41.3	22.2
Migrant	0	*	50.0	33.3	0	*

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

Student Growth – English Language Arts

Percentage of Students Who Are On-track and/or Will Maintain Proficiency Within Three Years in English Language Arts (ELA) by Grade and Subgroup

Student Subgroup	Grade											
	4th		5th		6th		7th		8th		11th*	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19**	2017-18	2018-19
All Students	47.3	46.4	45.4	43.9	42.3	40.6	41.2	42.1	42.2	85.1	39.0	36.8
Gender												
Female	48.5	47.7	47.3	46.1	44.2	42.5	43.3	43.5	44.1	85.3	39.6	37.3
Male	46.2	45.2	43.7	41.8	40.4	38.8	39.1	40.7	40.2	85.0	38.5	36.3
Race/Ethnicity												
American Indian or Alaskan Native	44.6	44.0	37.2	39.3	37.1	35.2	36.3	36.5	31.9	75.0	38.7	33.6
Asian	65.8	66.6	68.1	66.5	63.1	60.9	63.0	60.2	59.6	90.9	53.4	57.4
Black or African American	37.8	37.3	34.0	32.5	30.9	29.7	30.6	33.9	34.3	85.6	33.4	27.8
Hispanic or Latino	43.5	43.2	40.3	40.0	37.0	34.2	34.5	35.0	36.0	87.1	33.9	28.2
Native Hawaiian or Other Pacific Islander	50.7	53.2	46.5	43.8	58.5	52.4	38.7	47.0	45.5	66.7	56.9	34.4
Two or More Races	48.6	47.9	44.3	44.4	43.1	39.4	40.7	40.0	41.3	86.3	41.8	39.3
White	49.9	48.5	48.7	46.7	45.4	43.9	44.2	44.8	44.4	84.5	40.0	39.7
Additional Subgroups												
Economically Disadvantaged	41.8	41.2	38.8	37.3	35.4	34.1	34.9	36.6	36.9	85.1	35.3	31.5
English Learner	43.9	41.4	32.8	32.1	25.1	19.5	20.6	18.6	20.1	87.8	21.4	10.4
Homeless	33.2	32.0	28.6	28.9	26.8	25.1	24.3	23.3	21.4	88.9	26.4	21.2
Migrant	35.0	26.4	30.9	22.0	28.2	22.2	18.8	18.6	16.1	100	17.1	13.3
Students with Disabilities	35.8	33.7	31.3	27.4	27.1	23.5	25.0	27.3	27.5	85.1	33.4	23.6

*Michigan's Grade 11 scores are from the SAT Evidenced-Based Reading and Writing assessment .
**Michigan's Grade 8 scores for the 2018-19 school year are from the PSAT 8/9 assessment.
Data Source: Michigan Department of Education

Student Growth – Mathematics

Percentage of Students Who Are On-track and/or Will Maintain Proficiency Within Three Years in Mathematics by Grade and Subgroup

Student Subgroup	Grade: 4th 2017-18	4th 2018-19	5th 2017-18	5th 2018-19	6th 2017-18	6th 2018-19	7th 2017-18	7th 2018-19	8th 2017-18	8th 2018-19**	11th* 2017-18	11th* 2018-19
All Students	42.2	41.2	39.6	38.4	37.4	38.6	37.8	39.9	38.7	52.0	38.1	36.4
Gender												
Female	40.5	39.7	38.4	36.9	37.2	38.1	37.2	39.1	40.5	47.4	38.8	36.9
Male	43.7	42.6	40.7	39.7	37.6	39.1	38.3	40.6	37.0	54.5	37.4	35.9
Race/Ethnicity												
American Indian or Alaskan Native	40.2	36.0	32.0	33.8	29.9	28.9	28.7	28.3	25.4	71.4	38.9	33.7
Asian	65.1	64.8	63.6	62.8	61.6	60.8	60.4	56.1	57.9	33.3	54.1	57.6
Black or African American	29.8	28.9	24.7	23.7	23.2	23.6	23.3	29.4	27.3	48.0	31.7	27.0
Hispanic or Latino	37.3	36.2	31.6	31.5	29.4	28.6	27.6	32.0	27.9	56.3	33.9	28.2
Native Hawaiian or Other Pacific Islander	40.0	39.2	41.4	39.2	35.3	43.9	37.1	36.1	37.2	33.3	60.6	35.9
Two or More Races	41.9	41.1	37.6	36.6	34.9	34.4	32.7	36.4	34.1	56.6	41.7	39.2
White	45.9	45.1	44.3	42.8	41.8	43.3	42.2	43.2	42.4	52.8	38.0	39.2
Additional Subgroups												
Economically Disadvantaged	35.9	34.8	32.2	30.8	29.5	31.1	29.8	34.3	31.4	52.8	34.0	31.0
English Learner	39.7	37.4	28.9	28.9	22.3	20.1	19.5	21.4	18.6	49.4	22.3	10.7
Homeless	28.9	26.1	23.9	19.7	21.3	17.4	17.7	17.0	13.7	57.1	25.3	21.7
Migrant	18.9	24.3	23.7	16.7	18.9	13.3	15.8	11.0	17.5	17.5	20.6	13.3
Students with Disabilities	28.9	26.7	24.6	21.7	20.0	21.5	21.1	25.8	22.5	52.0	29.1	20.0

*Michigan's Grade 11 scores are from the SAT Evidenced-Based Reading and Writing assessment .
**Michigan's Grade 8 scores for the 2018-19 school year are from the PSAT 8/9 assessment.
Data Source: Michigan Department of Education

2018-19 MICHIGAN TEACHER OF THE YEAR AND MICHIGAN TEACHER LEADERSHIP ADVISORY COUNCIL MEMBERS

Michigan Teacher of the Year 2018-19 – Laura Chang

Laura Chang, the 2018-19 Michigan Teacher of the Year (MTOY), is a second-grade teacher from Sunset Lake Elementary School in the Vicksburg Community Schools. Laura has nearly 20 years of experience in the Vicksburg district, where she has served as a teacher, mentor coach, and district technology integration leader.

Each year, the MTOY has a seat at the State Board of Education table and participates in the monthly board meetings, representing the voice of Michigan teachers and providing board members with updates and input on matters before the board. The MTOY is also Michigan's candidate for the prestigious National Teacher of the Year award.

Michigan Teacher Leadership Advisory Council 2018-19

The Michigan Teacher Leadership Advisory Council (MTLAC) is a group of teacher leaders representing ***ten regions across Michigan***. Each year's Regional Teachers of the Year, along with the Michigan Teacher of the Year, serve on the council.

The MTLAC's mission is to share issues of importance to teachers and students with MDE, while also providing needed input on proposed department policies and initiatives. During their year of service, members provide feedback to MDE through monthly virtual meetings and quarterly in-person meetings, sharing best practices and concerns from educators throughout their respective region.

The MTLAC began in 2017 with 24 educators from across Michigan applying directly to MDE for selection to the advisory council. In 2018-19, MDE adopted the current MTLAC selection format with membership determined through the MTOY program application process.

2018-2019 MTLAC Members

Region 1: Gina Pepin, Escanaba Area Public Schools

Region 2: Kymberli Wregglesworth, Onaway Area Community Schools

Region 3: Wendy Tenney, Lowell Area Schools

Region 4: Jim Goodspeed, Fulton Schools

Region 5: Karen Nicol, Marlette Community Schools

Region 6: Robyne Muray, Lansing School District

Region 7: Laura Chang, Vicksburg Community Schools, Michigan Teacher of the Year

Region 8: Bobbiesue Adams, Fowlerville Community Schools

Region 9: Tom Torrento, Grosse Pointe Public School System

Region 10: Courtney Valentine, Detroit Public Schools Community District

More information on the ***Michigan Teacher of the Year program*** can be found online at michigan.gov/mtoy

MEET THE MICHIGAN STATE BOARD OF EDUCATION

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Term Expires 1/1/23

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Term Expires 1/1/23

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Term Expires 1/1/21

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(R) Dexter, MI
Term Expires 1/1/25

The Honorable Gretchen Whitmer
Governor
ex officio

Michael F. Rice, Ph.D.
Chairperson
State Superintendent
ex officio

The MDE also would like to recognize members Ms. Eileen Lappin Weiser and Dr. Richard Zeile, whose terms in office concluded on January 1, 2019, for their service to the State Board of Education.

MICHIGAN STATE BOARD OF EDUCATION ACTIONS IN 2018-19

Resolutions, statements, and policies adopted by the ***State Board of Education*** can be accessed online at michigan.gov/sbe

michigan.gov/sbe

MDE LEADERSHIP

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Martin Ackley, Director

State Board of Education
Marilyn Schneider, State Board Executive

Strategic Planning and Implementation
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Early Childhood Development and Family Education
Reneé DeMars-Johnson, Director

Head Start State Collaboration
Kaitlin Ferrick, Director

Preschool and Out-of-School Time Learning
Richard Lower, Director

Special Education
Teri Chapman, Director

MICHIGAN'S VISION

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

MICHIGAN'S MISSION

Support Learning
And Learners.

VALUES/GUIDING PRINCIPLES

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

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

TOP 10 IN 10 GOALS

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

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

MICHIGAN Department of Education

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