Expand secondary learning opportunities for all students

State Board of Education
May 11, 2021

Goals

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- **Expand secondary learning opportunities for all students**
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding

Metrics

Goal	Metrics
Expand secondary learning opportunities for all students	Career and Technical Education (CTE) • Number and percent of students enrolled in CTE programs based on overall student population • Number and percent of CTE completers based on students enrolled in CTE programs • Number and percent of CTE students: • Who received a high school diploma • Who received a credential

Metrics

Goal	Metrics
Expand secondary learning opportunities for all students	Early Middle College (EMC) • Number and percent of students enrolled in an EMC program • Number and percent of students who successfully obtained their high school diploma and earned at least one of the following EMC outcomes: 60 transferrable college credits, Associate's degree, professional certification, Michigan Early Middle College Association (MEMCA) certificate, or acceptance into a registered apprenticeship • Number and percent of students who enrolled in an EMC program, did not complete the program, and exited the program to attend college or some other postsecondary education or training

Metrics

Goal	Metrics
Expand secondary learning opportunities for all students	Advanced Placement (AP) • Number and percent of students enrolled compared to the total population • Number and percent: • Of tests taken • Of students earning credit from AP tests International Baccalaureate (IB) • Number of students enrolled • Number of students earning credit from IB tests Dual Enrollment (DE) • Number of students enrolled • Average college credits earned during high school

Goal	Metrics
Expand secondary learning opportunities for all students	Number and percent of youth ages 16 and above with an Individualized Education Program (IEP) that meet the necessary federal reporting requirements Collect/report, as available, for all students and all groups of students (gender, race/ethnicity, students with disabilities/students without disabilities, economically disadvantaged/non-economically disadvantaged, English learners/non-English learners)

Career and Technical Education (CTE)

Number and percent of students enrolled in CTE programs based on overall student population

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Total CTE Students	104,038	107,930	109,005	110,316	110,710	6,672	↑6%
Percent of all students	21%	22%	23%	23%	23%		
Female	44,475	45,332	45,330	45,815	46,390	1,915	↑4%
Male	59,563	62,598	63,675	64,501	64,320	4,757	↑8%

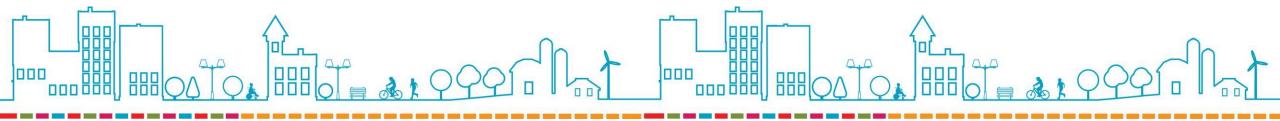Source: Center for Educational Performance and Information (CEPI)

Number and percent of students enrolled in CTE programs based on overall student population

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Native Hawaiian or Other Pacific Islander	77	82	115	98	100	23	↑30%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of students enrolled in CTE programs based on overall student population

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Students with Disabilities	11,288	11,930	11,959	12,301	12,294	1,006	↑9%
Economically Disadvantaged	39,413	39,570	40,031	45,745	45,438	6,025	↑15%
English Learners	2,768	2,908	3,375	3,786	4,454	1,686	↑61%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of CTE completers based on students enrolled in CTE programs

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
CTE Completers	27,014	35,557	42,604	45,504	47,314	20,300	↑75%
Total CTE Students	104,038	107,930	109,005	110,316	110,710	6,672	↑6%
Female	13,050	16,452	19,229	20,664	21,280	8,230	↑63%
Male	13,964	19,105	23,375	24,840	26,035	12,071	↑86%

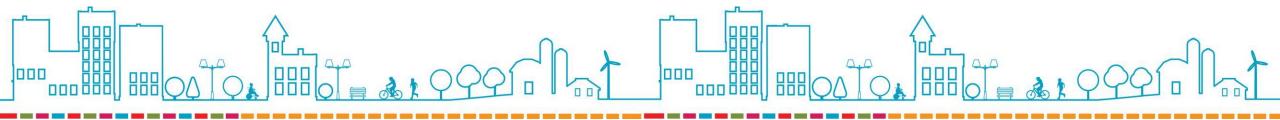Source: Center for Educational Performance and Information (CEPI)

Number and percent of CTE completers based on students enrolled in CTE programs

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Native Hawaiian or Other Pacific Islander	17	26	48	44	41	24	↑141%

Number and percent of CTE completers based on students enrolled in CTE programs

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Students with Disabilities	2,361	3,207	3,625	4,086	4,151	1,790	↑76%
Economically Disadvantaged	8,987	11,687	13,513	16,882	17,409	8,422	↑94%
English Learners	570	760	1,001	1,176	1,638	1,068	↑187%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of CTE students who received a high school diploma

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
CTE Students	25,266	25,307	28,496	30,456	31,211	5,945	↑24%
Female	12,092	11,990	13,128	13,813	14,136	2,044	↑17%
Male	13,174	13,317	15,368	16,643	17,075	3,901	↑30%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of CTE students who received a high school diploma

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Two or More Races	447	499	615	682	732	285	↑64%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of CTE students who received a high school diploma

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Students with Disabilities	2,394	2,419	2,666	2,915	3,070	676	↑28%
Economically Disadvantaged	8,709	8,556	9,399	9,898	11,972	3,263	↑37%
English Learners	422	507	620	692	806	384	↑91%

Source: Center for Educational Performance and Information (CEPI)

Career and Technical Education (CTE)

Number and percent of CTE students who received a credential (Data pending)

Career and Technical Education

≡ State of Michigan Perkins V State Plan for Career and Technical Education (CTE)

≡ Career Pathway Grants to Identify Perkins V Credentials

≡ Designed Work-Based Learning Technical Assistance Delivery and Reporting Tools

≡ Expanded Annual Career Authorization Guidelines
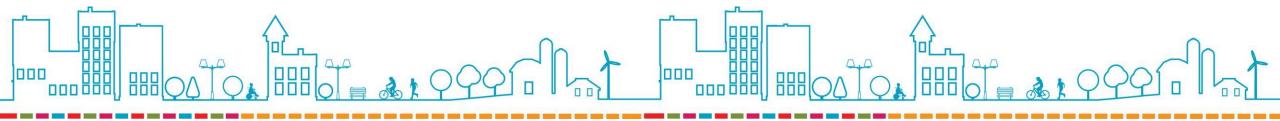
Early Middle College (EMC)

Number and percent of students enrolled in an EMC program

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
EMC Students	6,483	8,312	10,241	12,182	13,065	6,582	↑102%
Female	3,805	4,842	5,889	6,965	7,598	3,793	↑100%
Male	2,678	3,470	4,352	5,217	5,467	2,789	↑104%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of students enrolled in an EMC program

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Two or More Races	172	195	285	342	396	224	↑130%

Number and percent of students enrolled in an EMC program

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Students with Disabilities	201	246	297	428	419	218	↑108%
Economically Disadvantaged	2,066	2,414	2,944	4,277	4,610	2,544	↑123%
English Learners	61	88	99	168	154	93	↑152%

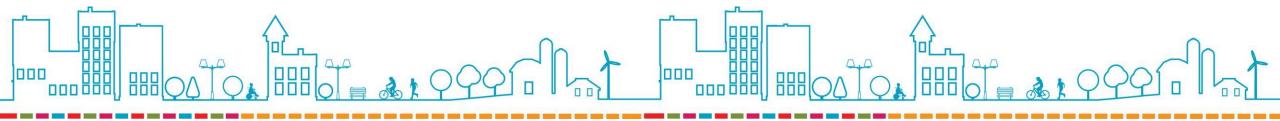Source: Center for Educational Performance and Information (CEPI)

Number and percent of students who successfully obtained their high school diploma and earned an EMC outcome

	2015	2016	2017	2018	2019	4-year difference	Percent Change
Count of EMC students who obtained their high school diploma and earned an EMC outcome-exit code 40	815	1,090	1,464	1,678	2,101	1,286	↑158%
Count of EMC graduates	1,087	1,388	1,855	2,222	2,589	1,502	↑138%
Percent	75%	79%	79%	76%	81%		↑6%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of students who enrolled, did not complete, and exited to attend college or some other postsecondary education or training

	2015	2016	2017	2018	2019	4-year difference	Percent Change
Count of EMC students who obtained their high school diploma but did not earn an EMC outcome-exit code 41	272	298	391	544	488	216	↑79%
Count of EMC graduates	1,087	1,388	1,855	2,222	2,589	1,502	↑138%
Percent	25%	21%	21%	24%	19%		↓6%

Source: Center for Educational Performance and Information (CEPI)

Efforts to expand secondary learning opportunities for all students

Early Middle College

- Section 61b (2015) to the State School Aid Act to provide additional funding to:
  - Expand EMC Career and Technical Education (CTE) and dual enrollment opportunities
  - EMC expansion grants

- A robust partnership with the Michigan Early Middle College Association (MEMCA) to provide coaching, technical assistance and professional development.

- Developed an electronic EMC Tool Kit for practitioners.

- EMC Way of Work (WoW) team collaborates on data reporting needs, policy/legislative needs, and field communications.

Advanced Placement (AP)

Number and percent of students enrolled in AP compared to the total population

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
AP Students	67,285	71,625	77,776	80,691	79,546	12,261	↑18%
Percent of all students	14%	15%	16%	17%	17%		
Female	37,416	40,229	43,581	45,423	45,136	7,720	↑21%
Male	29,869	31,396	34,195	35,268	34,410	4,541	↑15%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of students enrolled in AP compared to the total population

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Asian	4,767	5,099	5,638	6,100	6,236	1,469	↑31%
Black or African American	6,271	5,982	6,104	6,316	6,403	132	↑2%
Hispanic or Latino	2,629	2,912	3,488	4,098	4,298	1,669	↑63%
Native American or Alaska Native	227	301	244	213	272	45	↑20%
Native Hawaiian or Other Pacific Islander	72	76	106	102	81	9	↑13%
Two or More Races	1,375	1,578	1,910	2,101	2,286	911	↑66%
White	51,944	55,677	60,286	61,761	59,970	8,026	↑15%

Number and percent of students enrolled in AP compared to the total population

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Economically Disadvantaged	13,867	14,314	15,253	18,984	19,280	5,413	↑39%
Not Economically Disadvantaged	53,418	57,311	62,523	61,707	60,266	6,848	↑13%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of tests taken and students earning credit from AP tests

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
AP Tests Taken	98,135	103,427	109,164	110,345	110,149	12,014	↑12%
Female	52,614	55,536	58,332	59,620	60,290	7,670	↑15%
Male	45,521	47,891	50,832	50,725	49,859	4,338	↑9%
Potential Credits	63,635	66,012	69,828	70,781	70,939	7,304	↑11%

Source: College Board

Number and percent of tests taken and students earning credit from AP tests

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Two or More Races	3,421	3,998	4,312	4,497	4,535	1,114	↑33%

Advanced Placement

College Board Opportunity Scholarships Program
- Nearly 11,000 students were signed up for the scholarship program in early August of the 2020-2021 school year.
- Approximately 1,900 students are from low-income families.
- Michigan students have earned more than $36,500 in scholarships from the class of 2021.

Free and reduced low-income reimbursement program (AP and College-Level Examination Program - CLEP)
- $727,872 was spent reimbursing low-income students for AP and CLEP exams.

AP Potential Tool Expansion

International Baccalaureate (IB)

Number of students enrolled in IB

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
IB Students	7,185	10,011	11,275	13,691	12,822	5,637	↑78%
Female	3,856	5,450	6,318	7,565	7,013	3,157	↑82%
Male	3,329	4,561	4,957	6,126	5,809	2,480	↑74%

Number of students enrolled in IB

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Two or More Races	220	281	337	510	543	323	↑147%

Number of students enrolled in IB

Student Group	2015	2016	2017	2018	2019	4-year difference	Percent change
Economically Disadvantaged	1,556	2,409	2,990	3,986	3,284	1,728	↑111%
Not Economically Disadvantaged	5,629	7,602	8,285	9,705	9,358	3,729	↑66%

International Baccalaureate (IB)

**Number of students earning credit from IB tests
(Data not available)**

International Baccalaureate

Free and reduced low-income reimbursement program
- $49,937 was spent reimbursing low-income students for 430 IB exams during 2019-2020.

MDE Grant Support
- Provided information on IB programs and grant reimbursement policy for districts and students. Prepare legislative reports as required.

Dual Enrollment (DE)

Number of students enrolled in Dual Enrollment

	2015	2016	2017	2018	2019	4-year difference	Percent change
DE Students	23,422	28,568	27,916	28,711	30,155	6,733	↑29%

Source: Center for Educational Performance and Information (CEPI)

Average college credits earned in Dual Enrollment during high school

	2015	2016	2017	2018	2019	4-year difference
DE Students	15	14	15	16	15	0

Source: Center for Educational Performance and Information (CEPI)

Dual Enrollment

MDE Grant Support
- Provided information and policy guidance for districts and students.

- Deliver reports as required under legislation.

- Promote dual enrollment through webinars with college partners, districts and students.

Number and percent of youth ages 16 and above with an Individualized Education Program (IEP) who meet the necessary federal reporting requirements

Number and percent of youth ages 16+ with an IEP meeting requirements

SPP/APR B-13 (Secondary Transition)

	2015	2016	2017	2018	2019
Compliance standard	100%	100%	100%	100%	100%
Percent of IEPs in compliance	78.34%	81.23%	81.00%	92.34%	92.94%

Source: Center for Educational Performance and Information (CEPI)

Number and percent of youth ages 16+ with an IEP meeting requirements

Post-school outcomes are the percent of youth who:

- are no longer in secondary school.
- had IEPs in effect at the time they left school.
- are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

	2015	2016	2017	2018	2019
State-determined standard	72.50%	73.00%	73.50%	74.00%	75.25%
Percent of students who ed	76.82%	76.93%	77.43%	75.19%	78.09%

Efforts to expand secondary learning opportunities for all students

Technical Assistance Efforts to Improve Secondary Transition

Compliance Resources

- To improve performance on a 10-item checklist, the MDE provides specific resources designed to address each of the 10 items.

- Technical Assistance resources are located on the Catamaran website located at: https://training.catamaran.partners/b-13-secondary-transition/

Student Outcome Resources (SOR)

- SOR are councils and/or teams MDE OSE collaborates with to ensure coordinated transition services across agencies for students who are eligible.
- Developmental Disabilities Council
- Michigan Council for Rehabilitation Services
- Statewide Independent Living Council
- MTSA Board
- Michigan Interagency Transition Team (MITT) Seamless Transition Team
- Customized Employment Stakeholders (Employment First)

Thank You!

Sheila Alles, Chief Deputy Superintendent
Dr. Brian Pyles, Director,
Office of Career and Technical Education
Teri Rink, Director,
Office of Special Education
Victor Bugni, Special Assistant to the Deputy
Superintendent of Educator, Students & School Supports