



**Michigan's
Consolidated State Plan
Under the Every Student Succeeds Act
DRAFT for Public Comment**

2/14/17

Brian J. Whiston
State Superintendent





STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

February 14, 2017

Dear Michigan Citizens:

I am pleased to release Michigan's Every Student Succeeds Act (ESSA) plan for final public comment.

Since I became State Superintendent in July 2015, one of my top priorities has been to ensure we invite public input when determining education policy. It is the best thing to do, and the right thing to do.

Michigan's ESSA plan was developed by Michiganders for Michiganders and is a culmination of many months of planning, countless meetings, statewide public forums, focus groups, webinars, surveys, and thousands of hours of internal and external stakeholder time and feedback.

It reflects input from the State Board of Education, the Governor, members of the legislature, local schools, districts, and intermediate school districts, Michigan's 12 federally recognized tribes, numerous education organizations, educators, parents, students, business leaders, community members, foundations, and many individual citizens.

I would like to extend a sincere thank you to Deputy Superintendent Venessa Keesler for her exceptional leadership and organization of this effort, as well as to the hundreds of Michigan Department of Education staff and external stakeholders who participated directly in the development of the plan, and the thousands more who provided thoughtful feedback to shape this plan and the future of education in our state. Michigan's ESSA plan, is without a doubt, the most collaborative process we've ever engaged.

Our ESSA plan at its core, centers on Michigan's children – their opportunity to learn, to access excellent educators and meaningful supports, and to successfully transition to college, career, and life. It is driven by our plan to be a top 10 state for education within the next 10 years.

We invite you to provide feedback on this plan through March 16, 2017, 5:00 p.m.

For more information, visit www.michigan.gov/essa.

Sincerely,

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

Brian J. Whiston
State Superintendent

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • 517-373-3324

***Comments on this plan will be accepted
Tuesday, February 14, 2017 – Thursday, March 16, 2017, 5:00 p.m.***

Those wishing to submit comments may do so:

Via email to: MDE-ESSA@michigan.gov

Via U.S. Mail to:

ESSA Plan Comments
Michigan Department of Education
c/o Office of the State Superintendent
P.O. Box 30008
Lansing, MI 48909

We request that comments reflecting the official position of a group or organization be provided in on organization letterhead, indicating specific areas of support or concern with various aspects of the plan.

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DRAFT

Introduction (from the U.S. Department of Education (USED))

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)¹, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

- Long-Term Goals
- Consultation and Performance Management
- Academic Assessments
- Accountability, Support, and Improvement for Schools
- Supporting Excellent Educators
- Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

USED Instructions for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- April 3, 2017; or
- September 18, 2017.

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information	Phone/Email
SEA Contact Venessa Keesler, PhD Deputy Superintendent, Division of Educator, Student, and School Supports	Telephone
Mailing Address: Michigan Department of Education Superintendent's Office P.O. Box 30008 Lansing, MI 48909	Email Address:
Authorized SEA Representative (Printed Name) Brian J. Whiston State Superintendent	Telephone:

Signatures	Date
Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Section 1: Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

Response: *Michigan is aligning its ambitious long-term goals and measurements of interim progress with an initiative to become a top 10 educational state in 10 years, by the 2024-25 school year. This State Board of Education-approved initiative was developed through months of stakeholder input covering a wide variety of topics intended to produce a plan to become a top educational state. Michigan's accountability system is specifically aligned to the following Top 10 in 10 guiding principle, goal, and strategy:*

Guiding Principle – Data and accountability will 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.

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

Strategy – Implement an assessment and accountability system that reduces the impact of high-risk factors while helping ensure equitable resources. This includes a state accountability and support system that focuses on transparency and high standards of accountability for all schools, and that holds schools accountable for closing achievement gaps while dramatically improving systems of support and capacity-building for struggling and chronically low-performing schools (and districts).

Michigan’s long-term goals and measures of interim progress support its Top 10 in 10 strategy as well as ESSA principles of reducing achievement gaps because all students and each subgroup of students have the same long-term goals and measures of interim progress. While challenging, expecting equal outcomes for all students and subgroups will help Michigan identify struggling areas and allocate resources to support access to quality educational opportunities for all students. Michigan’s long term goal is to have 75% of schools and 75% of student subgroups meet the 2016-17 statewide proficiency rates at the 75th percentile in English language arts, mathematics, science, and social studies by the end of the 2024-2025 school year, to coincide with Michigan’s Top 10 in 10 timeline. Measures of interim progress are set using historical statewide growth rates in each subject area and are aligned to the long-term goal in order to derive ambitious yet realistic checkpoints.

- ii Provide the baseline and long-term goals in the table below.

Proficiency Goals

Content Area	Baseline Year	Long Term Goal (75% of schools/subgroups attaining this value in 2024-25)
English Language Arts	2015-16	61.19%
Mathematics	2015-16	48.57%
Science	2015-16	29.52%
Social Studies	2015-16	36.96%

Growth Goals

Content Area	Baseline Year	Long Term Goal (75% of schools/subgroups attaining this value in 2024-25)
English Language Arts	2015-16	54.94%
Mathematics	2015-16	55.97%
Science	2015-16	56.14%
Social Studies	2015-16	54.95%

Note: Long term goals are the same for all schools and subgroups. Long term goals will be set using 2016-17 as the baseline year once data are available. Above tables are based on 2015-16 data. The long term goal is set using the corresponding growth or proficiency values at the 75th percentile in the baseline year. Michigan will increase the

number of schools/subgroups meeting these values from 25% in 2016-17 to 75% in 2024-25.

B. Graduation Rate.

- i **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Response: *As described under Academic Achievement, Michigan is aligning its ambitious long-term goals and measurements of interim progress with an initiative to become a top 10 educational state in 10 years (ending in 2024-25 school year). Previous points regarding Michigan’s 10 in 10 guiding principles, goals and strategies also apply to Graduation Rate.*

As described under Academic Achievement, Michigan’s long-term goals and measures of interim progress support its Top 10 in 10 strategy as well as Graduation Rate objectives because all students and each subgroup of students have the same long-term goals and measures of interim progress.

Michigan’s long term goal is to have 75% of schools and 75% of student subgroups meet the 2016-17 statewide four-year graduation rate at the 75th percentile. This component includes graduates who earn regular diplomas within four years of entering high school.

Measures of interim progress are set using historical statewide graduation rates and are aligned to the long-term goal in order to derive ambitious yet realistic checkpoints.

- ii Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Four-year adjusted cohort graduation rate

Subgroup	Baseline Year	Long-term Goal (75% of schools/subgroups attaining this value in 2024-25)
All students	2015-16	94.44%
Economically disadvantaged students	2015-16	94.44%
Children with disabilities	2015-16	94.44%
English learners	2015-16	94.44%
American Indian or Alaska Native	2015-16	94.44%

Subgroup	Baseline Year	Long-term Goal (75% of schools/subgroups attaining this value in 2024-25)
Asian	2015-16	94.44%
Black or African American	2015-16	94.44%
Hispanic or Latino	2015-16	94.44%
Native Hawaiian or Pacific Islander	2015-16	94.44%
Two or More Races	2015-16	94.44%
White	2015-16	94.44%

Response: The four year adjusted cohort graduation rate is calculated for the school as a whole and for any valid subgroups, all with a 2016-17 baseline ending in 2024-25. 94.4% is the baseline and the long term goal is to have 75% of schools/subgroups meeting this target by the end of the 2024-2025 school year. An overall graduation rate is calculated by aggregating weighted averages across the cohorts within each student group. Then the student groups are rolled up using a simple unweighted average to obtain the overall graduation rate. The overall graduation rate is then divided by the overall target to get a percentage of the target met. Points are calculated by multiplying the graduation component percentage of the target met by the weighting of the graduation rate component.

- iii If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

Response: The extended year graduate rates were established to align with Michigan’s initiative to become a top 10 educational state in 10 years (ending in 2024-25 school year). The four-year graduation rate target will be 94.4% and the five- and six-year graduation rate targets will be 96.49% and 97% respectively. The long term goal is to have 75% of schools/subgroups meeting these targets by 2024-2025. Within each subgroup we will take each cohort’s actual value and divide by the target value to obtain the percent of target met. Within each subgroup, a weighted average of the percent of target met would be calculated across the three cohorts. That weighted index across the cohorts would be based on a 50-30-20 weighting; that is, four- year graduation rate weighted at 50%, five-year graduation rate weighted at 30% and six-year graduation rate weighted at 20%. Once the three cohort graduation rates have

been combined by a weighted average for each subgroup, those values are rolled up using a simple unweighted average to a single overall building graduation index.

Five-year extended cohort graduation rate

Subgroup	Baseline Year	Long-term Goal (75% of schools/subgroups attaining this value in 2024-25)
All students	2015-16	96.49%
Economically disadvantaged students	2015-16	96.49%
Children with disabilities	2015-16	96.49%
English learners	2015-16	96.49%
American Indian or Alaska Native	2015-16	96.49%
Asian	2015-16	96.49%
Black or African American	2015-16	96.49%
Hispanic or Latino	2015-16	96.49%
Native Hawaiian or Pacific Islander	2015-16	96.49%
Two or More Races	2015-16	96.49%
White	2015-16	96.49%

Six-year extended cohort graduation rate

Baseline Year	Long-term Goal (75% of schools/subgroups attaining this value in 2024-25)	Baseline Year
All students	2015-16	97%
Economically disadvantaged students	2015-16	97%
Children with disabilities	2015-16	97%
English learners	2015-16	97%
American Indian or Alaska Native	2015-16	97%
Asian	2015-16	97%
Black or African American	2015-16	97%
Hispanic or Latino	2015-16	97%
Native Hawaiian or Pacific Islander	2015-16	97%
Two or More Races	2015-16	97%
White	2015-16	97%

Note: Long term goals are the same for all schools and subgroups. Long term goals will be set using 2016-17 as the baseline year once data are available. Above tables are based on 2015-16 data. The long term goal is set using the corresponding adjusted cohort values at the 75th percentile in the baseline year. Michigan will increase the number of schools/subgroups meeting these values from 25% in 2016-17 to 75% in 2024-25.

C. English Language Proficiency.

- i **Description.** Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.

3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

Response: Michigan's Entrance Protocol is based on a questionnaire (Home Language Survey) given to the parents/guardians at the time of enrollment related to identification of the student's native tongue as well as identification of the primary language in their home environment. If either are non-English then a student is administered Michigan's EL Screener, the WIDA ACCESS Placement Test (W-APT). The exception to this is for students enrolling as Pre-K who may be ages 3-5. Identification for services for Pre-K students is based solely on one affirmative answer to the Home Language Survey that a language other than English is native tongue or primary method of communication in the home.

For students in Kindergarten – 12th grade, students scoring below particular thresholds and proficiency on the W-APT are recommended to be entered into EL services. Scoring thresholds across English language development skill areas vary within year for Kindergartners as expectations for appropriate early childhood and first language acquisition skills increase. Additionally, K-12 students scoring above proficient thresholds are further assessed by a local district's Reading assessment that can be selected from a pre-defined set of state approved Reading assessments. Students who may have been screened, identified for services but transfer out of the state of Michigan, potentially returning to their home countries, may be re-screened upon returning to Michigan. Educators are requested to consider the time out of country as well as language of instruction while out of country in the event that language atrophy has occurred.

Michigan continually re-evaluates the Entrance Protocol for areas of clarification, improvement, and is working with a statewide EL stakeholder group to better define protocol elements for potential ELs who may also be students with disabilities.

Applicable timelines for ELP will be determined by an empirical policy study, but will be limited to no more than seven years, to align ELP with the overall accountability timeline and Michigan's Top 10 in 10 initiative. We expect all students, regardless of skill level, to make progress. Progress will be determined by showing either satisfactory levels of growth or having already achieved proficiency. We expect every student to either show the growth or the proficiency.

- ii* Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Response: Research-based student level targets for ELs are established based on initial performance level and relevant time inside the EL program. Michigan is anticipating that EL students would be proficient within a maximum of seven years, adjusting downward for students demonstrating higher levels of proficiency. The seven-year time frame was established based on a review of existing research findings. EL research cited in Appendix D shows this to be a valid measure

Long-term goals and measurements of interim progress for English language proficiency

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	2015-16	45.7%

Note: Long term goals are the same for all schools. Long term goals will be set using 2016-17 as the baseline year once data are available. Above table is based on 2015-16 data. The long term goal is set using the corresponding EL proficiency/progress value at the 75th percentile in the baseline year. Michigan will increase the number of schools meeting this value from 25% in 2016-17 to 75% in 2024-25.

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

A. Public Notice. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

***Response:** this section will be updated in the final plan, detailing the various processes used for public notice of the Draft Plan.*

Notice of opportunity to review the draft plan will be sent via MDE's weekly e-newsletter to all schools and LEAs, and educational partners throughout the state, as well as via press release to all major media outlets, and to all ESSA-specific newsletter group lists, as well as included in the publicly-noticed in State Board of Education meeting agendas. All information included on the MDE ESSA website (www.michigan.gov/essa) is ADA accessible. At the official public comment forums, specific provisions were made for adults with disabilities, following the MDE's public comment rules.

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

***Response:** Throughout the development of the plan, the Michigan Department of Education engaged stakeholders in multiple ways. Appendix G provides an overview of the multiple methods used for seeking public input on the plan, including a description of the action teams and teaming structure.*

Consultation took place with designees from the federally recognized tribal nations in Michigan from September 2016 until time of submission. Ongoing consultation will occur.

The Michigan Department of Education conducted multiple rounds of formal feedback on the ESSA plan development, in addition to numerous presentations, meetings, and

other interactions with stakeholder groups. Outreach included: a page created on the MDE website specific to ESSA plan activities; notification to state education associations and other state and regional organizations and associations to inform them of opportunities for involvement in the plan development process; an e-newsletter was created to share regular updates on ESSA plan development activities and opportunities to provide input, and ongoing discussions at key stakeholder meetings.

In addition to input received through Michigan's Top 10 in 10 visioning process, which became the basis for the ESSA plan, many external stakeholders volunteered or were invited to participate on topic-specific Action Teams, tasked with making recommendations on various aspects of the plan. Other external stakeholders served on high-level tactical and advisory committees.

The first round of formal feedback gathering included meetings with targeted stakeholder groups, including education associations, state agency partners, civil rights and school justice organizations, educators, paraprofessionals, business and employer representatives. Early in the plan development process an online survey was conducted, in which participants were asked to respond to recommendations around Accountability, Assessments, Supports for Students and Schools, Teacher and Leader Quality, and Using Data to Inform Instruction. More than 1,100 individuals from 70 of Michigan's 83 counties, representing educators, parents, community members, and others provided input to this survey, and responses were analyzed by the Action Teams to inform the next phase of their work.

Action Team recommendations were further refined and a second round of input included seven regional feedback forums held at locations across the state, at which MDE staff shared information and responded to questions, and noted comments and concerns of attendees. Questions not answered at forums were included in an FAQ document posted on the ESSA webpage. The first regional forum was livestreamed as well as archived online for those unable to attend a session in person. Information from the forums was posted on the ESSA webpage and a second set of public surveys were posted, in which respondents could share feedback on Accountability, Assessments, Supports for Students and Schools, Supports for Special Populations, and Educator Quality, as well as submitting open comments on any aspect of the recommendations. Nearly 1,000 responses were received to these surveys.

To reach specific stakeholder groups, MDE, in partnership with YouGov, issued a survey aimed at Michigan parents. Additionally, grant funding from the Michigan-based W.K. Kellogg and Steelcase Foundations has enabled MDE to partner with the Council of Michigan Foundations to further stakeholder engagement efforts, both during plan development and into implementation. Public Policy Associates has been contracted to aid in the outreach to members of civil rights and school justice organizations, and has conducted ESSA-specific virtual focus groups with parents, teachers, and paraprofessionals. Additional outreach and input gathering will continue in the early

phases of ESSA plan implementation to inform technical assistance from MDE to the LEAs and other partners in the transition.

Additional input was received through multiple presentations, meetings, and small focused discussions with a number of stakeholder groups. More detail can be found in Appendix G.

- ii Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

Response: *Michigan involved stakeholders in the development of the plan itself, which means some of the feedback we received was integrated into the original proposals themselves. For each of the major components of the ESSA plan, the Action Team has provided a summary of how issues and concerns raised during the consultation process impacted the final plan, and any changes that resulted from that feedback. See Appendix H for a summary.*

[AFTER FINAL PUBLIC COMMENT, THIS SECTION WILL BE UPDATED TO REFLECT COMMENTS RECEIVED AND ACTIONS TAKEN AS A RESULT OF THAT INPUT0]

- C. **Governor’s consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s office met during the development of this plan and prior to the submission of this plan.

Response: *Throughout the plan process, Superintendent Whiston met regularly with Governor Rick Snyder and his education advisors, providing updates on aspects of the vision and plan, and seeking input and feedback. A member of Governor Snyder’s team also served on the External Advisory Committee and provided regular feedback verbally and in writing. Additionally, Deputy Superintendent Venessa Keesler met monthly with the governor’s education advisor to discuss the ESSA process and key components of the plan.*

The governor was provided a full 30 days to review the final plan.

Date SEA provided the plan to the Governor:

Check one:

The Governor signed this consolidated State plan.

The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA’s system of performance management must include information on the SEA’s review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

- A. Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA’s consolidated State plan.

***Response:** Michigan requires LEAs to do a Comprehensive Needs Assessment and then use the information from this assessment to build the improvement plans that address the identified needs. The LEA needs to implement the plan with fidelity, monitor this implementation and make adjustments/corrections as needed. The Michigan Department of Education is taking the opportunity offered by ESSA to redesign our comprehensive needs assessment process so that it is reflective of the “whole child” and a “well-rounded education.” To do this, we are integrating comprehensive needs assessments across various grant/programming areas, including early childhood, social/emotional, school climate/culture, behavior, academics, etc. Once that new comprehensive needs assessment process-including an expanded definition of the partners who need to be engaged in the process-is developed, LEAs will be required to go through it every three (or possibly five) years, depending on academic outcomes. This will ensure that the specific needs of the LEAs are addressed in their plans and are aligned with the consolidated application.*

The MDE will provide LEAs with access to a list of evidence-based practices for each area of the comprehensive needs assessment, and will develop expedited approval processes for those evidence based practices that are key in our strategic Top 10 in 10 plan, which captures the essence of our consolidated state plan. LEAs may adopt other evidence-based practices with an appropriate rationale. MDE has robust improvement of Gather, Study, Plan, Do that results in district and school improvement plans. Districts and schools are expected to implement their plan with fidelity using local, state and federal funding sources as appropriate and described in the LEA consolidate application. LEAs and schools are expected to annually evaluate the impact of their improvement plans using the program evaluation tool. We are reshaping our internal capacity to provide a more differentiated approach to the review and approval of activities in the LEA plans. Some districts will get more intensive supports and assistance, others get less, or get specific supports. MDE will

flag LEAs that require tribal consultation and ensure that the proper requirements are met.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Response: The MDE will continue to monitor using current protocols, including risk-based identification of districts in need of monitoring to ensure compliance with statutory and regulatory requirements. We also plan to reshape our resources so that we are providing more intensive technical assistance to districts based on need. The data collected from the comprehensive needs assessment, as well as the ongoing information from the accountability system, will allow us to work with each LEA to ensure that they are getting results as indicated in their improvement plans. MDE's monitoring will include the monitoring of the intended outcomes described in the improvement plans. It is anticipated that some improvement plan outcomes will be stated as state assessment targets, some as district assessment targets, some as systems improvement targets. MDE will use the most recent data collections for this monitoring. The state will annually review its data collection to make improvements in the implementation of the consolidated state plan. The MDE will be working with the tribal education departments of the Michigan federally recognized tribes to ensure that LEAs (that meet one of the two criteria set forth in ESSA) consult with tribes. We will also continue using program evaluation and implementation data, and plan to revise our program evaluation tool after we update improvement cycle.

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Response: As we review improvement plans and their impact, we will be assisting LEAs to conduct a higher quality needs assessment, strengthen their plans and their implementation. The measures we have included in our accountability system and on our transparency dashboard help the MDE to monitor implementation of the SEA plan overall. As districts submit their plans on a three or five year cycle, we will

engage with them in technical assistance, data monitoring, and program evaluation, focusing more effort on the plan implementation and less on the plan itself. This will allow a district to course correct without losing ground. We plan to integrate a focus on process data, and implementation data, so that districts can engage in the gather, study, plan, do cycle more frequently. Stakeholder input, process and outcome data are critical to the continuous improvement process. The SEA will monitor statewide outcomes and fidelity of implementation of the state plan annually. This annual review will result in adjustments to the state consolidated plan implementation working with stakeholders to ensure progress towards achieving program outcomes.

- D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

Response: *The Michigan Department of Education is reshaping its internal resources to provide support to districts in a differentiated way. LEAs that are reaching their academic targets, based on state and local assessments, will be assumed to be implementing their continuous improvement process with fidelity. Therefore, these districts will be given greater flexibility and less MDE oversight. LEAs that are not reaching their academic targets will receive support from MDE to improve their CNA, alignment of the improvement plan with the challenges resulting from the CNA and technical assistance in the implementation of the plan. Districts with the greatest level of need (as demonstrated by low academic performance, but also other needs, such as financial) will be designated "partnership districts" and will receive intensive differentiated assistance, specific to their areas of need, in crafting and implementing tailored plans to improve student outcomes. Districts with certain areas of need-for example, large achievement gaps-will receive support and technical assistance in addressing those needs. In terms of the statewide system of support, districts with significant numbers of comprehensive support schools will be treated as partnership districts. MDE will use the statewide system of support to provide assistance through a combination of grants to LEAs, and statewide technical assistance grants.*

Michigan would like to take a moment to note the following: as we have engaged in government-to-government consultation with representatives from Michigan's twelve federally recognized tribes, we realize the importance of this consultation, both for the ESSA plan and in an ongoing way over time to ensure that we appropriately build and create meaningful tribal consultation, both in process and the product, to create a foundation for supporting our Native students. Therefore, Michigan has:

- *Integrated references to tribal education departments throughout all foundational plan documents, to represent this commitment*
- *Committed to quarterly consultation between the SEA and the federally recognized tribes*
- *Committed to developing processes to engage in 1:1 consultation between the SEA and each federally recognized tribe individually*
- *Adopted as guidance the Confederation of Michigan Tribal Education Directors: “Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act,” with plans to use this as the core document to motivate consultation work between the SEA and the tribes as well as LEAs and tribes.*

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State’s academic assessments in the text boxes below.

Michigan’s Request for Flexibility for Academic Assessment Requirements: Michigan requests flexibility from the U.S. Department of Education to allow the SEA to grant waivers to LEAs to use their own innovative assessment system. We would like to allow up to 5% of LEAs do this. To receive a waiver, LEAs must demonstrate strong performance on the state standardized assessment; also, they must present the Michigan Department of Education with a concrete assessment plan for what they will do in lieu of the state assessment, how it supports student learning, and how they will ensure that all students are held to high standards. Michigan does not believe this meets the requirements and regulations of the official Innovative Assessment Pilot and thus proposes it separately as part of our main application.

A. Advanced Mathematics Coursework. Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

i Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Response: Michigan’s definition for “languages other than English that are present to a significant extent in the participating student population” states that any language other than English that accounts for 10% or more of the English Learner student population is considered significant. The most populous language in Michigan is Spanish, accounting for 43% of the English learner population in the tested grades of 3-8 and 11. The second most populous language is Arabic, and accounts for 27% of the English learner population in the tested grades of 3-8 and 11. Together, these two languages account for 70% of Michigan’s English learner population in the tested

grades of 3-8 and 11. This information was obtained by examining the languages of all English learners, including English learners who are migratory, English learners who were not born in the United States, and English learners who are Native Americans. In addition, the data query examined the languages other than English that are spoken by a significant portion of the participating student population in the LEAs, as well as languages spoken by a significant portion of the participating student population across grade levels.

- ii Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Response: Michigan provides state assessments in the following languages and content areas: Spanish, Arabic – social studies (5, 8, 11) and science (4, 7, 11) Spanish – mathematics (grades 3-8)

- iii Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Response: Michigan provides state assessments for English learners in the languages present to a significant extent in the participating student population (Spanish and Arabic) with one exception. Michigan does not offer Arabic mathematics assessments as stakeholder feedback deemed it unnecessary.

- iv Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

Response: Although Michigan does not provide mathematics assessments in Arabic, students are able to have an on-the-spot interpreter. The MDE has published guidance on how to provide on-the-spot Arabic translations for students taking the mathematics assessments online and those taking the paper/pencil version. The majority of the English Learners in Michigan have oral language proficiency in their native language, but are not literate in that language. Providing an oral translation of the mathematics assessment takes into account the oral language proficiency English Learners whose native language is Arabic have.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to

public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Response: *Michigan has sought to answer the question of “do we need to create an Arabic mathematics assessment” through several avenues: discussions with the Accessibility Advisory Committee, direct contact with an LEA with a significant number of English learners whose native language is Arabic, and through surveys of LEAs. The MDE distributed a survey to all LEAs with English learners whose native language is Arabic to assess the need of the community regarding the development of an Arabic mathematics assessment.*

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Response: *Feedback garnered from efforts described above indicate a mathematics assessment in Arabic is not necessary and would not prove helpful. Current guidance to districts is that they notify the MDEs Office of Standards and Assessment if/when there is a need for an Arabic mathematics assessment. The MDE has not received any requests for Arabic mathematics assessments to date; the current practice of allowing the mathematics assessments to be orally translated is sufficient.*

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
 - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
 - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase student learning, graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
 - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Accountability Indicators

Indicator	Measure(s)	Description
<i>i. Academic Achievement</i>	<i>Student proficiency in ELA, math, science, and social studies</i>	<i>The Academic Achievement indicator uses a 100-point index and is calculated by subject area (English language arts, mathematics, science, and social studies) for all students and disaggregated for any valid subgroups in grades 3-8 and 11 for all schools giving the state assessments. In order to include 95% or the number of students assessed in this indicator, the participation rate is multiplied by the proficiency rate. The calculations and measures are the same for all schools in all LEAs across the state except those schools designed to serve special populations as outlined below. The indicator's target is based on the state's long term goals as outlined in section 1.</i>
<i>ii. Academic Progress</i>	<i>Student growth</i>	<i>The Academic Progress indicator uses a 100-point index and is calculated by subject area (English language arts, mathematics, science, and social studies) for all students and disaggregated for any valid subgroups in grades 3-8 and 11 for all schools giving the state assessments. Michigan uses the student growth percentile as its growth measure. The calculations and measures are the same for all schools in all LEAs across the state except those schools designed to serve special populations as outlined below. The indicator's target is based on the state's long term goals as outlined in section 1.</i>
<i>iii. Graduation Rate</i>	<i>4, 5, and 6-year adjusted cohort method graduation rate</i>	<i>The Graduation Rate indicator uses a 100-point index and is calculated for all students and any valid subgroups in all schools that graduate students using the adjusted cohort methodology.</i>

Indicator	Measure(s)	Description
<i>iv. Progress in Achieving English Language Proficiency</i>	<i>English Learner Progress</i>	<i>The English Learner Progress indicator uses a 100-point index and is calculated using all students currently identified as English learners. Two pathways to show student success:</i> <ul style="list-style-type: none"> - <i>Not currently English proficient but showing adequate growth (SGPs)</i> - <i>English proficient</i> - <i>Research cited in Appendix D shows this to be a valid measure</i>
<i>v. School Quality or Student Success</i>	<i>K-12 Chronic Absenteeism</i>	<i>The K-12 Chronic Absenteeism indicator uses a 100-point index and is calculated using all students enrolled in a school for at least 10 days. At least 10 students must be enrolled for this indicator to be calculated. Calculations are done for all valid subgroups. Chronic absenteeism is defined as missing at least 10% of a student's scheduled enrollment. Research cited in Appendix E shows this to be a valid measure.</i>
<i>School Quality or Student Success</i>	<i>K-12 Teacher Longevity</i>	<i>The K-12 Teacher Longevity indicator uses a 100-point index. This measure is the percentage of teachers employed in the same school for at least five years. A school must have a minimum of 10 teachers for this measure to be calculated. This measure includes all schools containing any grades K-12. Research cited in Appendix E shows this to be a valid measure.</i>
<i>School Quality or Student Success</i>	<i>K-12 School Administrator Longevity</i>	<i>The K-12 School Administrator Longevity indicator uses a 100-point index. This measure is the percentage of school administrators employed in the same school for at least four years. A school must have at least one administrator for this measure to be calculated. This measure includes all schools containing any grades K-12. Research cited in Appendix E shows this to be a valid measure.</i>

Indicator	Measure(s)	Description
School Quality or Student Success	11-12 Advanced Coursework	The 11-12 Advanced Coursework indicator uses a 100-point index. This measure is the percentage of 11-12 grade students successfully completing advanced coursework (Dual Enrollment, Early Middle College, CTE, AP, and IB). At least 10 students need to be enrolled for this measure to be calculated. Calculations are done for all valid subgroups. Research cited in Appendix E shows this to be a valid measure.
School Quality or Student Success	Time Spent in Fine Arts, Music and Physical Education	This indicator uses a 100-point index. This measure is the amount of exposure students have to courses in the fine arts, music and physical education. At least 10 students need to be enrolled for this measure to be calculated. Calculations are done for all valid subgroups. This measure will include additional data collection but is key to Michigan's strategic 10 in 10 initiatives.

B. Subgroups.

- i List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

Response: Michigan's accountability system includes all required subgroups: American Indian or Alaska Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Pacific Islander; Two or More Races; White; Economically Disadvantaged; English Learners; and Students with Disabilities. Michigan is also including a subgroup comprised of the students in the bottom 30% of academic achievement for reporting purposes only.

- ii If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Response: Michigan will not include the results of former children with disabilities with the results of current children with disabilities in any indicator calculations for accountability calculations.

- iii If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

Response: Michigan will not include the results of former English learners with the results of current English learners in any indicator calculations for accountability purposes.

- iv If applicable, choose one of the following options for recently arrived English learners in the State:

Exception under 34 C.F.R. § 200.16(c)(3)(i) or

Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B).
If selected, provide a description of the uniform procedure in the box below.

Response: Michigan annually enrolls approximately 1000 recently arrived English learners. The experience of the SEA and LEAs in which these students enroll has been a challenge under previous and existing regulations due to the numbers of students arriving as refugees. Michigan proposes using a realistic exception for recently arrived English learners that addresses the challenges of these students while maintaining accountability. Michigan proposes the following exception: Year one: exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator. Year two: student takes ELA assessment and ELP assessment and is included in English Language Progress indicator. Year three: student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators. Year four: student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators.

C. Minimum Number of Students.

- i Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

Response: Michigan's n-size for accountability is 30 for all indicators except for English Learner Progress, where the n-size is 10. The smaller n-size for English Learner Progress is due to the loss of transparency and accountability by including this indicator in a building level accountability system instead of at a district level system as previously implemented as the Annual Measurable Achievement Objectives (AMAOs). Michigan's AMAO system had an n-size of 10 at a district level. In order to mitigate the loss of accountability and transparency due to the moving of English Learner (EL) accountability to a building level (with smaller EL populations), Michigan chooses to continue the use of a smaller n-size for this indicator only.

- ii If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

Response: Michigan's n-size for reporting is 10.

- iii Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

Response: Michigan's minimum n-size of 30 meets widely accepted and studied statistical practices for ensuring reliability. The minimum n-size is the same for all student subgroups in each indicator, except for English Learner Progress where the n-size is 10. The minimum n-size of 30 ensures subgroups remain an integral piece of a school's identification and annual meaningful differentiation within the accountability system. .

- iv Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

Response: Michigan combines data across school grades but not years. Each indicator uses a status that is indifferent to student grade, so no additional statistical procedures are needed beyond simply adding student status across grades. For example, the usage of proficiency status allows for the combination of proficient students across grades instead of having to weight or standardize assessment scores before combining.

- v Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under

section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Response: Michigan's publicly reported information is masked for any group with fewer than 10 students. Schools access student-level data and calculations through a secure web-based application.

- vi Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Response: In 2015-16, using an n-size of 30, 87.6% of schools would have 30 or more students from the All Students subgroup, 0.8% of schools for American Indian or Alaska Native, 6.2% of schools for Asian, 26.7% of schools for Black or African American, 13.3% of schools for Hispanic or Latino, 0.0% of schools for Native Hawaiian or Pacific Islander, 4.1% of schools for Two or More Races, 74.6% of schools for White, 77.6% of schools for Economically Disadvantaged, 11.7% of schools for English Learners and 36.4% of schools for Students with Disabilities.

- vii If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30

Response: Michigan's minimum n-size is 30.

- D. Annual Meaningful Differentiation.** Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Response: Michigan's accountability system designates a single letter grade (A-F) based on school performance in up to seven areas: Proficiency, Growth, Graduation Rate, English Learner Progress, School Quality/Student Success, General Participation, and English Learner Participation. Letter grades are scaled to an overall index based on a weighted average of a school's performance in the

individual components. Component performance is calculated by finding the percentage of the component target met. This method allows for partial credit in meeting a target. All students and any valid subgroup are included in the component calculation. Student subgroups are weighted equally and are averaged into a component level index value. Components, or indicators, are then averaged according to their weights to attain an overall summative letter grade. All public schools, including public charter schools are included in Michigan's accountability system. Initial modelling of Michigan's system shows a distribution of letter grades as follows (percentage/number schools): A = 23% (634); B = 29% (804); C = 22% (612); D = 13% (348); F = 14% (383).

Describe the following information with respect to the State's system of annual meaningful differentiation:

- i The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Response: *Michigan is proposing an A-F letter grading system. Michigan's individual indicators use an A-F system with five distinct and discrete levels of school performance. The levels indicate the percentage of the goal met: A = 90% or greater; B = 80% to less than 90%; C = 70% to less than 80%; D = 60% to less than 70%; F = less than 60%. For example, a school meeting 75% of its proficiency target will earn a C for its Academic Achievement indicator.*

- ii The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

Response: *Michigan has set initial weights for all seven of its indicators. Many schools will not have all seven indicators due to school configuration or demographics. In cases where schools have fewer than seven indicators, the weights from the missing indicators are reallocated to the remaining indicators proportionally according to the initial weighting of all seven indicators. The initial weights of each indicator are: Academic Achievement = 29%; Academic Progress = 34%; Graduation Rate = 10%; English Learner Progress = 10%; School Quality/Student Success = 14%; General Participation = 2%, English Learner Participation = 1%.*

- iii The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Response: *Michigan's accountability system designates a single letter grade (A-F) based on school performance in up to seven areas: Proficiency, Growth, Graduation Rate, English Learner Progress, School Quality/Student Success, General Participation, and*

English Learner Participation. Letter grades are scaled to an overall index based on a weighted average of a school's performance in the individual components. Component performance is calculated by finding the percentage of the component target met. This method allows for partial credit in meeting a target. All students and any valid subgroup are included in the component calculation. Student subgroups are weighted equally and are averaged into a component level index value. Components, or indicators, are then averaged according to their weights to attain an overall summative letter grade. Appendix F provides an initial view of the school report card.

- iv How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

Response: *All schools will receive a single letter grade (A, B, C, D, or F). The overall letter grade is calculated based on schools' performance in each indicator for which it has data. Subgroup performance in each indicator is averaged to reach an overall indicator index value, which is then averaged using weights for an overall letter grade. All indices used in Michigan's accountability system use values from 0-100 for ease of understanding. Michigan's preliminary modelling shows schools performing in the lowest 5% overwhelmingly underperform in all significantly weighted indicators. Michigan is committed to providing a clear and understandable accountability system for all stakeholders. See Appendix F for a mockup of the school report card.*

- E. Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

Response: *In addition to ESSA requirements, the inclusion of assessment participation aligns with Michigan's Top 10 in 10 strategy. The inclusion of a high participation rate requirement will help Michigan 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. There are two standalone participation components within the proposed accountability system. Both components function in the same manner, however they cover different assessments. One covers the assessments used to determine results within the achievement and growth components; the other covers the assessment used to determine results within the English Learner Progress component. The calculation to determine the percentage of the participation goal met is: $((\text{Sum of students with valid assessment scores} / \text{Sum of students within assessed grades during an assessment window}) / \text{Component goal})$. In order to satisfy the ESSA requirement that*

at least 95% of students are included in the proficiency calculations, participation rates are included in determining the percentage of the proficiency target met. Only students with full academic year (FAY) status are included in proficiency calculations. The proficiency calculation used to populate a subgroup's performance in a specific content area includes the participation rate (due to requirements that at least 95% of students are included in the calculation). The calculation is: (Participation rate of full academic year students) x (proficiency rate of full academic year students), or to break it out further: (FAY tested/FAY enrolled) x (FAY proficient/FAY tested).

- F. Data Procedures.** Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

Response: *Michigan is not combining data over multiple years. Michigan combines data across grades for proficiency and participation. Proficiency and participation status are indifferent to grade level in that each measure is a status measure so that scores do not have to be standardized across multiple grades for making school accountability determinations. Student proficiency and participation are summed across all grades within a school to determine an accountability status.*

- G. Including All Public Schools in a State's Accountability System.** If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

Response: *Schools that do not assess students under Michigan's academic assessment system are included in the accountability system and determinations are made based on indicators for which data exists. e.g. School Quality/Student Success (educator longevity, chronic absenteeism, advanced coursework, time spent in fine arts/music/physical education courses), graduation rate, English Learner Progress.*

- ii Schools with variant grade configurations (e.g., P-12 schools);

Response: *Schools with variant grade configurations are included in the accountability system. Accountability determinations are made based on indicators for which data exists. For example, a K-8 school will not have a graduation rate included in its summative determination, but will include state assessments, school quality/student success, etc. in its calculations.*

- iii Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Response: *These small schools would be included in annual meaningful differentiation, using indicators as they apply to the school, and not dependent on assessed grades (i.e. Graduation, EL Participation, EL Progress and School Quality/School Success (the EL indicators are not considered dependent on assessed grades but rather the full K-12 spectrum because, though not required under ESSA, Michigan will continue to assess EL students K-12.). Michigan has used a sliding confidence interval in the past and the state continues to discuss options going forward. These small schools would likely receive a Pass/Fail summative label rather than the A-F label used for other schools. Internal discussions are underway regarding whether or not Michigan prefers rules to include or exclude from federal designation (comprehensive, targeted and additional targeted, and will be resolved when Michigan submits final methodology for these three designations). Regarding small schools where the total number of students who can be included in any indicator is less than the minimum number of students established by the State, these schools would still be included in annual meaningful differentiation. Any indicator having less than the minimum n-count would only have the indicator label displayed, with the n-counts and indicator index suppressed. The overall summative label, and possible index, would be displayed.*

- iv Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

Response: *Michigan has committed to developing a new, voluntary, parallel system of accountability for alternative education programs based on an application and relevant school demographics. Alternative accountability will have similar components, point scales and labels as the accountability scorecard but different weights and business rules. Overall, alternative accountability will be somewhat more growth-oriented than the accountability scorecard.*

- v Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Response: All schools are included in the accountability system. Calculations and summative ratings are based on data that exists for new schools. Michigan does not rely on multiple years of data to generate an accountability determination.

4.2 Identification of Schools.

Michigan would like to take a moment to note the following:

- Michigan’s Strategic Vision focuses programming and intervention at the district level, because schools exist within district systems, and evidence supports the theory that system-wide improvement is necessary for turnaround.
- Michigan will seek maximum alignment between our A-F system and these additional labels, and therefore are not submitting methodologies for these at this time. We will revise our application by fall of 2017 to include methodologies once we have a) reviewed the final regulations, b) run our A-F system and used data to inform additional methodologies, and c) engaged in additional stakeholder consultation and feedback on this issue alone.
- Michigan encourages USED to consider removing these additional label requirements, or allowing states greater flexibility into how we integrate these goals—identification of low performing schools, focus on subgroups and gaps—into our main accountability system.

A. Comprehensive Support and Improvement Schools. Describe:

- i The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Response: Michigan seeks maximal alignment between our indicator system for all schools, and the additional labels for comprehensive support and improvement. Therefore, we propose that comprehensive support schools will be all schools designated “F” in the A-F system. This number may exceed the 5% threshold set in federal guidelines.

For schools with chronically low performing subgroups, we are not submitting a methodology at this time. Instead, we plan to run our new A-F system in the fall of 2017, using data from school year 2016-2017. Using the results of that, we will develop and submit final methodologies for comprehensive support, targeted support and additional targeted support. Again, Michigan’s goal is maximal alignment between A-F and these labels, but we need to run the system operationally to make a data-informed decision. We also plan to engage in additional stakeholder feedback on these metrics, with data available to inform decision making.

Since these designations are not required until the 2018-2019 school year, Michigan will have proposed methodologies, developed in consultation with our stakeholders, well in advance of the deadline.

- ii The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Response: *Michigan is not submitting final exit criteria at this time, as we plan to run our A-F system, engage in data-informed dialogues with stakeholders about the identification metrics, and then identify the appropriate exit criteria. Additionally, Michigan has state law governing the lowest performing schools, and that law is under revision. We seek maximum alignment between state and federal systems, with Michigan's laws and goals driving our decision making and therefore are not in a position to submit exit criteria at this time. Since these designations are not required until the 2018-2019 school year, Michigan will have proposed methodologies, developed in consultation with our stakeholders, well in advance of the deadline.*

B. Targeted Support and Improvement Schools. Describe:

- i The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Response: *Similarly to identifying schools with chronically low performing subgroups, we do not wish to submit a methodology for targeted support and improvement schools at this time. Instead, we plan to run our new A-F system in the fall of 2017, using data from school year 2016-2017. Using the results of that, we will develop and submit final methodologies for comprehensive support, targeted support and additional targeted support. Michigan's goal is maximal alignment between A-F and these labels, but we need to run the system operationally to make a data-informed decision. We also plan to engage in additional stakeholder feedback on these metrics, with data available to inform decision making.*

Since these designations are not required until the 2018-2019 school year, Michigan will have proposed methodologies, developed in consultation with our stakeholders, well in advance of the deadline.

- ii The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must

receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Response: *See responses above. Michigan is not submitting a proposed methodology at this time outside of our A-F system.*

- iii The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

Response: *Michigan is not submitting exit criteria for review at this time. See above.*

4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Response: *Michigan intends to award section 1003 funding in a combination of formula and competitive grants. Michigan will give priority to formula grants to LEAs with schools receiving D or F grades in Michigan's A-F system and then implementing comprehensive support and improvement plans including early childhood that are based on the comprehensive needs assessment and emphasize the whole child approach to education. That means the amount needed to fully fund these schools at the recommended amount of \$500,000 each will be almost twice the amount that is annually available from Michigan's anticipated required 7% reservation. Formula funds will be allocated on a three-year basis, and awards will be made consistent with the requirements of § 200.24(c)(4). The LEA will be responsible for completing an SEA created application consistent with § 200.24(b). The LEA will also be responsible for assisting the school in creating, implementing, and monitoring the Comprehensive Support and Improvement Plan, including the selection and implementation of the Evidence-Based intervention(s) included in the plan, as well as the evaluation of the effectiveness of the plan through the use of the state-developed program evaluation tool.*

Michigan will continue to refine the use of 1003 funds as we finalize methodology related to comprehensive support schools, and as we fully implement our Partnership Model with districts with F schools. The remaining funds will be used for a single competitive grant in which one LEA or a consortium thereof will apply to provide statewide and/or regional technical assistance and training on the completion of a

comprehensive needs assessment process, systems development and implementation, and tiered interventions/multi-tiered systems of support (MTSS).

The SEA is in the process of identifying a statewide definition of the comprehensive needs assessment process and MTSS that will serve not only the ESSA requirements, but will stand as an accepted and consistent statewide standard across local, state and federal programs. Once defined, these will form the basis of the work. The successful applicant will work in partnership with the SEA, other LEAs, institutes of higher education, educational and community organizations, or any other entity with the expertise to develop and deliver consistent and coordinated training to LEAs serving both comprehensive and targeted/additional targeted support schools.

The successful applicant will also work with the SEA to develop a process to periodically review and identify inequities in resources in LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. This process will be consistent with and support the comprehensive needs assessment process currently under development. Each LEA receiving funds under this competitive grant section will be subject to desk and/or onsite monitoring at least once during the three-year grant period. The level of monitoring will be determined per a risk assessment tool currently under development.

Finally, the SEA has elected to not make the additional 3% reservation for direct student services. This decision was reached for two reasons. First, SEA leadership and staff believe most, if not all, of the activities are already allowable through Title I Part A and Title II Part A funding to LEAs. Reserving this amount at the SEA level would reduce LEA flexibility in using Title funds to meet their individual needs. Second, adding an additional 3% to the already increased 7% reservation in this section significantly reduces LEA allocations statewide. The SEA intends to avoid any potential negative impact that reduced funding may have on LEAs and schools that are on the cusp of comprehensive or targeted support status.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

Response: Consistent with § 200.21(d), the SEA will review all comprehensive support school plans to determine if a developmentally-appropriate, evidence-based intervention (EBI) has been selected. The statewide training and technical assistance provided through Section 1003 funds (described in (A) above) will serve to assist both comprehensive and targeted support schools in meeting the requirements of § 200.21(b) to complete a school level needs assessment. The needs assessment will identify the unique needs of the school and achievement gaps, in addition to mapping current assets and resources through an environmental scan. Once the specific needs and achievement gaps are identified, the school will select an appropriate EBI.

The SEA is in the process of developing an approved list of evidence-based interventions. That list will be completed prior to the beginning of the 2018-19 academic year. However, technical assistance will include a focus on helping LEAs learn a process for EBI selection rather than just selecting options from a list. LEAs will develop these skills within the framework of implementation science, with particular emphasis on the connections to multi-tiered systems of support. Districts with Title I Comprehensive Support Schools will be assigned an SEA approved Implementation Facilitator. The Implementation Facilitator will be knowledgeable about evidence-based school turnaround/continuous improvement strategies as well as research-based systems improvement. The Implementation Facilitator will work with LEA and building leadership to identify high quality Tier One instruction in all classrooms, including early childhood, and take steps to improve instruction when needed.

The Implementation Facilitator will work with LEA and building staff to ensure there are systems in place to support students' non-academic needs. The Implementation Facilitator will provide support to the LEA staff and building leadership to complete a new needs assessment and create and monitor the implementation of a revised comprehensive support and improvement plan. If there are multiple schools implementing a comprehensive support and improvement plan within the LEA failing to meet benchmarks, the SEA shall choose whether to impose the same consequence on each school that has failed or to employ different consequences for each. In addition, the LEAs will participate in SEA directed partnership meetings that will include ongoing support in selecting, implementing, and monitoring/evaluating evidence-based interventions.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

Response: All LEAs with schools implementing a comprehensive support and improvement plan will be designated a state partnership school district. The partnership agreement will be with the entire LEA, and must specifically address the performance of the school(s) implementing a comprehensive support and improvement plan, but should consider the entire school district system.

Partnership school districts will be required, in conjunction with the SEA, to:

- 1) Within 90 days, complete a comprehensive needs assessment and comprehensive support and improvement plan to address areas of need;*
- 2) identify 3-5 benchmarks based on the comprehensive needs assessment that will be met within 18 months, and*
- 3) identify outcomes that will be met at the end of a three-year period.*

Benchmarks and outcomes must be specific for each school implementing a comprehensive support and improvement plan, and may include additional outcomes for the entire LEA. One required outcome of the comprehensive support and improvement plan must be that the school meets the state determined exit criteria at the end of three years. Schools that fail to meet the exit criteria will be considered in breach of the partnership agreement and will be subject to the more rigorous actions under "Breach of Plan" described below. Breach of Plan: The LEA is determined to be in breach if it fails to sign an agreement within 90 days after being designated a partnership school district. Failure to meet benchmarks at 18 months and outcomes at three years also constitutes a breach of the plan. The consequences of breaching the plan shall be identified at the time of entering the partnership agreement.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

***Response:** The SEA, through the competitive grant described in Part A, will work with the successful applicant to integrate a periodic resource and systems review process and associated tools for LEAs with a significant number or percentage of identified schools. The periodic resource and systems review will be an adjunct to the comprehensive needs assessment process to ensure a comprehensive approach to determining needs and planning appropriately and effectively to meet those needs.*

The SEA already has in place an interagency Financial Independence Team (FIT). FIT consists of SEA school improvement staff, SEA state aid (state general fund allocation to LEAs) and Michigan Department of Treasury staff. This team provides training and

technical assistance to Michigan LEAs that are in deficit status or have declining fund balances placing them at risk of entering deficit status. Overall FIT work emphasizes maintaining equitable resources across state and federal programs. The SEA has found a correlation between LEAs having one or more schools in the bottom 5% academically and the LEAs also being in deficit status or at risk of entering that status financially. SEA FIT staff are currently providing technical assistance to multiple LEAs that are in or at risk of deficit status and have at least one school in the bottom 5%.

Technical assistance includes assisting LEAs in writing LEA and school improvement plans that consider financial and academic needs and how each affects the other, while also developing systems to ensure the proper implementation of the written plans. Work has centered around the concept of making sound financial decisions that do not negatively impact continuous improvement or turnaround efforts in the LEA. Data is analyzed on staffing, programming, facilities, and other pertinent areas to ensure that any academic gains are maintained despite the need to reduce budgets.

The SEA also intends to expand systems work statewide through the Section 1003 competitive grant described in part A above. The current statewide system of support includes the Blueprint for Turnaround, which is an LEA and building framework for addressing systems and increasing student achievement. The Blueprint for Turnaround includes talent management, leadership, student support and instructional infrastructure components built on the consistent use of systemic communication, performance management and problem-solving protocols. These areas focus on the LEA having the personnel, resources, facilities and systems necessary to provide high quality instruction.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

- Yes. If yes, provide a description of the systems for certification and licensure below.
 No.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

- Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
 No.

Response:

Overview

Consistent with Michigan’s theory of action and overall approach to supporting excellent educators as described in section 5.2.A below, the Michigan Department of Education (MDE) will utilize Title II, Part A State Activities funds (section 2101(c)(4)) to support the co-construction and implementation of context-specific residency-based preparation programs for teachers and Title II, Part A State-Level principal and school leader reserved funds (2101(c)(3)) to support the co-construction and implementation of context-specific residency-based preparation programs for principals

While the MDE continues to work with all of Michigan’s educator preparation program providers in the transition from National Council for Accreditation of Teachers of Education (NCATE) and Teachers of Education Accreditation Council (TEAC) accreditation processes to the Council for the Accreditation of Educator Preparation (CAEP) accreditation standards and process to ensure more rigorous, research-based, and relevant preparation for all teachers and leaders, the Title II, Part A-funded work described in this section will focus narrowly on providing support

for establishing and improving educator pipelines for Michigan’s Partnership Districts (described above in section 4 of this Consolidated State Plan) and districts with low-performing schools as identified by the A-F accountability system (also described above in section 4).

This work will be further prioritized among these districts based on an analysis of each district’s educator workforce needs via the comprehensive needs assessment (CNA), described in section 4 above. Partnership Districts and districts with low-performing schools as identified by the A-F accountability system that demonstrate high rates of teacher and/or leader vacancies; hard-to-staff grade levels, content areas, and/or educational settings; and high teacher and/or leader turnover will be the sites for MDE-facilitated collaboration with teacher preparation and administrator preparation program providers to co-construct context-specific preparation programs that prepare educators in clinical settings and culminate in a residency. The roles and functions of district/preparation provider partnerships are further described in section 5.2.A below.

Context-Specific Preparation

Michigan’s educator preparation providers (EPP) have worked hard to continuously improve the content, rigor, and methods of their programs. While maintaining a favorable national reputation for producing high-quality educators, Michigan’s EPPs are not immune to frequent feedback from some of Michigan’s own school districts that their graduates are not ready for the realities of the classrooms, schools, and other educational settings they enter as new teachers and leaders³, especially when those classrooms and schools serve large populations of students of color and students from low-income families. Veteran teachers and school and district leaders raised this issue many times throughout the development of this Consolidated State Plan, through action teams, stakeholder feedback groups, surveys, and forums.

Michigan posits that this lack of readiness occurs because educator preparation programs focus mainly on universal preparation, seeking to ready candidates for work in both all districts and no district in particular. In doing so, candidates face extremely steep learning curves in developing the ability to adapt their content and pedagogy to contexts and settings for which they were not rigorously prepared. Context-specific education, then, refers to preparation programs that “work diligently to help prospective teachers (and leaders) tailor instructional curricula and practices to the specific experiences and interests of the students in that context.” This “encompasses the racial, economic, and cultural particularities,” “localized knowledge about routines, procedures, and curriculum,” and “the larger federal and

³ <http://statenews.com/article/2017/01/teacher-shortage-in-us>

state policy context” in which the district or geographic region for which the candidates are being prepared operate.⁴

Foundational to the co-construction of effective context-specific preparation is a strong and strategic partnership between the EPP and the district, described in greater detail in section 5.2.A below. This partnership ensures that EPP program staff and instructors are well-informed about, or even embedded in, the district and gives the district the ability to co-create and shape the content and delivery of the preparation program. This co-creation is especially important in shaping preparation for educators based on the specific learning needs of the students in the district, including targeted preparation to meet the needs of significant populations of students with disabilities and English learners. Michigan’s data on the provision of an equitable educator workforce, analyzed in detail in section 5.3 below, demonstrates that students of color and students from low-income families are disproportionately served by inexperienced teachers, suggesting that schools serving these students experience higher rates of turnover, continuously replacing departing teachers with new, inexperienced teachers, who then also leave.

Emerging evidence suggests that context-specific preparation results in higher retention rates for teachers.⁵ Thus, the investment of Title II, Part A funds in context-specific preparation seeks to better prepare educators for the classrooms, schools, and other educational settings they enter; improve educator retention rates; and close gaps in equitable access. Funded programs, however, must also deliver context-specific preparation in programs that include intensive clinical experiences and an extended residency.

Clinical and Residency-Based Preparation

A growing body of research correlates both clinical preparation and residencies with future educator effectiveness and retention.⁶ “Clinical preparation” is used throughout this State Plan to mean educator preparation coursework delivered within a school to provide pre-service educators the opportunity to observe, analyze, and practice content and pedagogy with students and alongside master teachers.

“Residency” is used throughout this State Plan to mean a program for pre-service teachers that “for at least one academic year, provide(s) prospective teachers:

- a) significant teaching experience working alongside an effective teacher of record;
- and

⁴ Hammerness, K. & Matsko, K. *Unpacking the “Urban” in Urban Teacher Education: Making a Case for Context-Specific Preparation*. (Journal of Teacher Education, November 2013).

⁵ Freedman and Appleman (2009); Quart et al. (2004 & 2008); Tamir (2009 & 2013)

⁶ The Sustainable Funding Project. *For the Public Good: Quality Preparation for Every Teacher*. (New York, NY: Bank Street College of Education, June 2016).

b) *concurrent instruction by LEA personnel or faculty of the teacher preparation program in the content area in which the teachers will become certified or licensed.”⁷*

A program for pre-service school leaders that “for at least one academic year, provide(s) prospective principals or other school leaders:

- a) sustained and rigorous clinical learning in an authentic school or educational setting;*
- b) evidence-based coursework, to the extent the State determines in consultation with LEAs that evidence is reasonably available;*
- c) ongoing support from an effective mentor principal or school leader;*
- d) (d) substantial leadership responsibilities; and*
- e) (e) an opportunity to practice and be evaluated in a school setting.”⁸*

The partnership between the EPP and the district, noted above, provides the context-specific setting and location for the clinical experiences and residencies. Mentor teachers and school leaders are selected from the district using rigorous selection criteria, described in greater detail in section 5.2.A below, and collaborate with EPP staff through the duration of a candidate’s preparation.

Supported Transition

The programs described above will be expected to include an extended period of mentoring and support for new teachers and leaders as they complete preparation programs and transition into full-time roles as fully certified and endorsed teachers of record, principals, and other school leaders. The supported transition period of the context-specific clinical and residency-based preparation programs will be similar to traditional induction and mentoring programs in providing opportunities for observation and feedback, coaching, co-teaching, and other mentoring. The added benefit will be that these opportunities will continue to be provided within the same district and by the same EPP and district staff who supported the educators during their pre-service training, making the transition an extension of the educators’ training rather than a new program in a new place.

Benefits for All Districts and Educator Preparation Providers

This investment in educator preparation program strategies is purposely narrow, focusing State Activities resources where they are needed most to close equity gaps. This work will, however, produce potential benefits for all Michigan schools, districts, and other educational settings. As these programs are co-constructed, implemented, and evaluated, the MDE will develop activity-based guidance in the form of presentations, toolkits, and workshops that share lessons learned and promising practices for districts and EPPs that want to invest resources in establishing context-

⁷ US Department of Education. *Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*. (Washington, DC, 2016).

⁸ Ibid.

specific clinical and residency-based educator preparation programs. This guidance may be developed and supported in collaboration with partner organizations, including intermediate school districts, professional organizations, and organizations representing institutions of higher education and educator preparation programs.

Summary

Michigan intends to utilize Title II, Part A State Activity funds and Title II, Part A State-Level principal and school leader reserved funds to support the development and implementation of context-specific clinical and residency-based teacher and school leader preparation programs. These programs:

- *Are co-constructed by districts and EPPs;*
- *May be traditional or alternate route programs;*
- *Are responsive to the specific needs of the district, ensuring that candidates are prepared to meet the needs of the specific population of students in the specific community in which the district is situated;*
- *Help to build the capacity of experienced and mentor educators to independently sustain supports for pre-service and novice teachers and leaders;*
- *Will be prioritized and funded for Partnership Districts and districts with low-performing schools as identified by the A-F accountability system that identify educator pipeline and preparation needs as part of their CNA;*
- *Will be independently evaluated for effectiveness and ongoing program improvement; and*
- *Will produce resources that can be used by all Michigan districts to establish similar programs in partnership with EPPs.*

C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

Yes. If yes, provide a description of the educator growth and development systems below.

No.

Response: Overview

Consistent with Michigan’s theory of action and overall approach to supporting excellent educators as described in section 5.2.A below, the Michigan Department of Education (MDE) will utilize Title II, Part A State Activities funds (section 2101(c)(4)) to support professional growth and development for teachers and Title II, Part A State-Level principal and school leader reserved funds (2101(c)(3)) to support professional growth and development for principals and school leaders. The MDE does not plan to use the funds to develop isolated programs of induction, professional learning, compensation, and advancement for educators; rather the funds will support these activities via the overall approach described in section 5.2.A below.

Induction and Mentoring

Induction and mentoring is one element of Michigan’s focus on supported transitions for teachers and leaders, described in greater detail in section 5.2.A below. A large investment will be made to develop and implement context-specific clinical and residency-based preparation programs for the reasons described in section 5.1.B above. These programs will serve only a fraction of the new teachers and leaders entering the workforce, however, and therefore a smaller investment of state activities funds will be made to support the development and implementation of local district induction programs for new teachers and leaders who are not supported via residency programs. This investment will focus on the development of activity-based guidance for districts that addresses the quality standards for induction and mentoring programs and evidence-based models of implementing induction and mentoring programs. To acknowledge and be clear regarding the discrepancy in size of state investment and potential number of new educators served, the larger investment will be made to serve fewer new educators because of the potential for context-based clinical and residency-based to close equity gaps and provide high-impact models for replication; the smaller investment will be made to serve more new educators because the planned supports are more cost-effective and appropriate for the many districts who experience far lower rates of educator attrition.

This guidance will be supplemented and enriched by strategic partnerships formed between districts and EPPs, through which EPPs may play a key role in providing induction and mentoring support to new educators – particularly to those educators who may have completed their pre-service training with the partner EPP. Depending on the scope of the partnership, the EPPs may also play a key role in training mentor teachers in districts or other educational settings to provide high-quality ongoing induction and mentoring support. The district may also identify, develop, and support its own mentor teachers as part of a commitment to developing robust career pathways and opportunities for teachers. Both district-EPP partnerships and career pathways for teachers are discussed in greater detail in section 5.2.A below.

Professional Learning

Michigan's approach to developing a statewide professional learning system is still under development. The Michigan State Board of Education adopted the Learning Forward Policy and Standards for Professional Learning in 2011, and the MDE has since worked to support districts in developing and implementing programs of professional learning that meet these evidence-based standards. With the adoption of the Top 10 in 10 Goals in 2016, the MDE has also signaled a commitment to developing high-quality professional learning for educators that meets evidence-based standards to support the implementation of various priority initiatives, beginning with the MDE's Early Literacy Initiative, described in greater detail in section 5.2.B below. This approach to professional learning also supports the development of a coordinated birth-age 8 aligned professional development system that ensures that educators have the skills and knowledge to support young children's learning.

For each of the initiatives identified, the MDE will collaborate with various partners, including Intermediate School Districts (ISD), professional organizations, and instructional designers, to develop professional learning modules that are available to all early childhood and school educators on-demand. These modules will address the professional learning appropriate to the educator's role in the initiative and may be available free of charge or fee-based, depending on the availability of funds to support the initiative. The professional learning opportunities provided by these modules can be effectively supported within districts by teacher leaders and principal mentors and supervisors, roles described in greater detail in section 5.2.A below.

The MDE is interested in exploring the establishment and use of micro-credentials for teachers and leaders to personalize the professional learning of educators based on their interests, career aspirations, and educator evaluations. While a practice with some promising outcomes but many questions yet to be answered, micro-credentialing could provide early childhood and school educators with focused and intensive professional learning opportunities in specific content, pedagogy, and/or leadership skills. This process could potentially provide the opportunity for educators to add micro-credentials to professional certificates after meeting certain benchmarks as an indication of the mastery of that professional skill or content knowledge.

Compensation and Advancement

The MDE will make an important investment of Title II, Part A State Funds in the cultivation of career pathways for teachers, both within local districts and statewide, as described in more detail in section 5.2.A below. One facet of that work will be the development of activity-based guidance to support the development and implementation of systems of differential pay within districts based on teacher roles and duties. Michigan does not maintain or enact a statewide salary schedule; thus

this guidance will serve to assist districts in making decisions about local systems of performance management and pay. The MDE will also encourage LEAs to utilize blended/braided state and federal resources (e.g., Child Care Development Fund, ESSA Title II, state funding) to achieve greater pay equity for a more stable and tenured workforce across early childhood and early elementary grades.

Summary

Michigan intends to utilize Title II, Part A State Activities funds (section 2101(c)(4)) to support professional growth and development for teachers and Title II, Part A State-Level principal and school leader reserved funds (2101(c)(3)) to support professional growth and development for principals and school leaders. Funded activities that will complement activities described in other parts of section 5 of this State Plan include

- 1. Activity-based guidance for the development of local induction and mentoring programs;**
- 2. On-demand professional learning modules to support implementation of identified state priorities;**
- 3. The exploration of the use of micro-credentials for teachers and leaders; and**
- 4. Activity-based guidance to support the development of local systems of differential pay based on teacher leader roles and responsibilities.**

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i Increase student achievement consistent with the challenging State academic standards;
 - ii Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - iii Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

- iv Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

Response: Theory of Action and Guiding Principles for Supporting Michigan’s Educator Workforce

Michigan believes that if its system measures and analyzes the factors that improve and impede the delivery of effective instruction and use that information to target evidence-based supports for educators while sending the message, loud and clear, that Michigan values its educators and the vital role they play in maintaining a healthy society, then Michigan will grow and retain the educator workforce that it needs to produce equitable and high outcomes for Michigan’s students. Michigan’s approach to state level activities funded by Title II, Part A, then, is to focus on high-impact supports for educators to improve instruction and leadership, particularly in districts and other educational settings where there are multiple factors impeding the delivery of effective instruction. Michigan’s decision-making regarding state investments is guided by the following set of principles:

- *Educators are the most important resource in our education system, with research supporting teachers as the most important, and principals as the second most important, in-school factor in student outcomes.*
- *The quality of teaching and leadership is a key driver of equitable education outcomes for all of Michigan’s students.*
- *In order to achieve equity, special attention and focus must be provided to supporting the educator workforce in Michigan’s lowest-performing schools and Michigan’s schools that serve significant populations of high-poverty and high-minority students. Equity in the quality of teaching and leadership, as well as the overall health of Michigan’s educator workforce, depends on coordination of policies to attract, prepare, develop, support and retain effective educators.*

The MDE has been working over the past 18 months to evaluate its educator workforce priorities with the goal of creating greater coherence and alignment with evidence base and promising practices. Over this time, the MDE has partnered with the Center on Great Teachers and Leaders (GTL) at the American Institutes for Research to use GTL’s Talent Development Framework for 21st Century Educators to improve both internal and external alignment and make decisions about policy priorities. That work supported the development of the MDE’s Top 10 in 10 Plan’s educator workforce goals and priorities. The activities and investments described in this section reflect Michigan’s established priorities as a result of this work.

Investments Overview *Michigan plans to use its Title II, Part A state resources to support work in four areas:*

- *Cultivating and building strong partnerships between specific districts and educator preparation program providers*
- *Ensuring that educators have strong, supported transitions from their preparation programs through their early years in the profession*
- *Providing relevant, evidence-based professional learning and development for career educators*
- *Developing career pathways to expand the reach of highly effective teaching and leadership while providing opportunities to retain high-performing teachers and leaders in classrooms and buildings.*

The MDE will utilize up to 1% of the total Title II, Part A allocation for administration of Title II, Part A grant funds to districts, consistent with ESEA section 2101(c)(2), including technical assistance for recipients and fiscal monitoring

The MDE will utilize 4% of Michigan’s Title II, Part A allocation to provide resources for the above-named investment activities for teachers, consistent with ESEA section 2101(c)(4).

The MDE will reserve the additional 3% of the 95% of Michigan’s total Title II, Part A allocation committed to subgrants to LEAs to provide resources for the above-named investment activities for principals and other school leaders, consistent with ESEA section 2101(c)(3).

Activities funded with Title II, Part A State Activities grants will be evaluated to ensure effective use of funds and make ongoing determinations about the efficacy of these activities in achieving Michigan’s overall educator workforce goals

The Foundation for Support: Strategic District – Educator Preparation Program Partnerships

Michigan’s data shows that, while many LEAs in the state experience relative stability in their educator workforce, certain districts – particularly those serving large populations of students of color and students from low-income families – experience significant challenges in recruiting and retaining a stable cadre of teachers and leaders (see section 5.3.D below for more details). Additionally, stakeholder feedback received by the MDE both prior to and during the ESSA State Plan development process reflects that LEAs often observe a disconnect between the skills and competencies that a new educator needs upon entering a classroom and the skills and competencies that many novice educators demonstrate when exiting pre-service preparation programs. In response to these factors, Michigan plans to invest resources in facilitating the development of strategic partnerships between specific LEAs and EPPs, especially for the benefit of LEAs identified as Partnership Districts and/or LEAs with low-performing schools as identified by the A-F accountability system. Partner EPPs may be traditional programs within institutions

of higher education (IHE), experimental programs within IHEs, or alternate route preparation programs operated by IHEs or non-affiliated nonprofit organizations, in accordance with Michigan law (MCL 380.1531i).

These partnerships will focus on strategic recruitment of candidates and context-specific clinical and residency-based preparation for both teachers and leaders according to the needs of the partner LEA. The MDE's role will be three-fold:

- *Provide seed funding to support the cultivation and evaluation of partnerships between EPPs and high-needs districts as described above, including rigorous program evaluation*
- *Provide activity-based guidance and technical assistance, based in part on the program evaluation activities of seed funding, to assist additional LEAs and EPPs forge strong partnerships to support the development of a strong local educator workforce*
- *Evaluate and respond to potential policy barriers*

Seed Funding

The MDE will provide seed funding to LEA/EPP Partnerships, prioritized within the group of high-needs districts by districts' identification of educator workforce needs via their comprehensive needs assessment (CNA). This funding may be used by recipients to establish, build, or refine strategic partnerships based on recommended practices for effective partnerships⁹, including: aligning needs, vision, and goals; building trust and relationships; sharing data; selecting and training teacher and principal mentors; aligning and improving coursework with district language and needs; and continuously improving programs. Programs established by recipients of seed funding will be independently evaluated to recommend ongoing program improvements and share learning broadly to benefit non-funded partnerships.

Guidance and Technical Assistance

The MDE will work to provide activity-based guidance and technical assistance to support the development of strategic LEA/EPP Partnerships for districts that do not qualify for seed funding but identify aligned workforce priorities via their CNA. Initially, this guidance and technical assistance will take the form of various activities, including guidance documents, webinars, and consulting, based on promising practices. As these promising practices are enriched by the program evaluations of funded partnerships described above, the guidance and technical assistance will become more individualized, and may more intensively involve the developed expertise of both EPP and LEA staff from funded partnerships.

⁹ Education First. *Ensuring High Quality Teacher Talent: How Strong, Bold Partnerships between School Districts and Preparation Programs are Transforming the Teacher Pipeline.* (2016). This report may be accessed online at <http://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf>.

Eliminate Policy Barriers

While it is not possible at this point in time to identify specific policy barriers to the successful implementation of LEA/EPP Partnerships, the MDE is committed, via its Partnership District work, to actively evaluating and addressing issues that may arise throughout the course of implementation of the partnerships. The MDE is willing to provide flexibility when and where it can to ensure that appropriate candidates may enter programs within these partnerships; that the context-specific, clinical, and residency aspects of the programs are prioritized; and that program graduates are ready for success within the partner LEA or other educational provider. Further, the MDE is committed to using the rigorous, independent program evaluations to build evidence to recommend, when and where appropriate, that codified policy barriers be reconsidered.

Starting Strong: Supported Transitions for New Teachers and Leaders

The early years of teaching and leading are critical to both effectiveness and persistence in the educator professions. Ample research demonstrates that the effectiveness of teachers significantly increases over the first one to three years in the profession and that experience continues to correlate with positive outcomes for students and colleagues through a teacher's career¹⁰. Nationally, on average, 50% of new principals are not retained beyond their third year¹¹ and over 40% of new teachers depart the profession within the first five years.¹² Michigan has identified supported transitions for teachers and leaders as a priority to both driving the effectiveness of new teachers and leaders and ensuring that new educators experience levels of support to retain them in their professions so that students may benefit from increased access to effective educators via the stability of an effective workforce.

Michigan uses the term "supported transitions" to refer to programs that build upon the pre-service experience and learning of teachers and leaders and continue to provide intensive mentoring, coaching, and access to targeted professional learning through the first one to three years in the classroom or building. Supported transitions include two primary, and sometimes overlapping, programs:

- *Residency-based preparation, either via traditional or alternate route preparation programs; and*

¹⁰ Kini, T., & Podolsky, A. *Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research* (Palo Alto: Learning Policy Institute, 2016). This report can be found at <https://learningpolicyinstitute.org/our-work/publications-resources/%20does-teaching-experience-increase-teacher-effectiveness-review-research>.

¹¹ *CHURN: The High Cost of Principal Turnover*. (School Leaders Network, 2014). This report can be found at http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf.

¹² Ingersoll, R., Merrill, L., & Stuckey, D. (2014). *Seven trends: the transformation of the teaching force, updated April 2014. CPRE Report (#RR-80)*. (Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2014).

- *Mentoring and induction.*

Residency-Based Preparation

The definition of residency-based preparation for both teachers and principals is given in section 5.1.B above. As funded through the LEA/EPP Partnerships described above in this section, the MDE will use Title II, A state resources to seed-funded partnership programs to identify and train mentor teachers and leaders who work alongside pre-service educators prior to certification and continue to mentor and support the same educators through their early years in the profession. Mentors and EPP staff work alongside one another to ensure consistency in the new educators' transitions from pre-service to the profession and mutually benefit from one another in developing mentor and coaching skills and continuously informing the content and delivery of the preparation coursework and experiences. LEA/EPP Partnerships may use seed funding to provide pay incentives to mentors and/or to provide paid full-year residencies to pre-service educators.

Mentoring and Induction

Recognizing that LEA/EPP Partnerships may support only a small proportion of new teachers, especially in the next few years, the MDE will also work to support the establishment and improvement of mentoring and induction programs for all new educators in all LEAs. The MDE will encourage LEAs to utilize LEA Title II, Part A subgrants to support mentoring and induction activities when an LEA's CNA identifies this as a local need to improve effectiveness and retention. The MDE will also work with professional organizations and educator preparation programs to develop activity-based guidance and technical assistance for LEAs in developing and implementing local high-quality mentoring and induction programs.

Maintaining Effectiveness: Professional Learning and Development

The MDE plans to support local LEAs in making decisions about local professional development offerings tied to developmentally appropriate evidence-based practices, the CNA, and local educator evaluation systems. The core of MDE's approach to Title II, Part A-funded professional learning to support state priorities is described in section 5.1.C above. In addition to the activities described in that section, the MDE will:

- *Encourage LEAs to use Title II, Part A subgrants to:*
 - *Tie professional learning activities to their locally-adopted educator evaluation systems so that teachers and leaders receive individualized professional learning experiences tied to meet needs identified in their evaluations*
 - *Collaborate with the providers of early childhood education programs that feed into the LEA to provide joint professional learning opportunities that help to align early learning and early elementary*

learning and create systems of support and collaboration for all educators of children birth – 3rd grade

- *Include paraprofessionals in professional learning activities alongside teachers of record to build the skills of the paraprofessionals and support consistency in general and supplementary services*
- *Use Title II, Part A funds to develop, or fund development of, professional learning opportunities for principals that focus on:*
 - *Implementing teacher evaluations with an emphasis on providing high-quality feedback that improves the effectiveness of classroom instruction*
 - *Developing, implementing, and sustaining school-based distributed leadership models as described below*

Strengthening the System: Career Pathways and Distributed Leadership

While we know that effective teaching and leadership are the most important in-school factors in improved student outcomes, we cannot incentivize, either intentionally or unintentionally, a hero-culture model that attributes student success to the herculean efforts of individual educators. Teachers and leaders are heroes, certainly, and we need to make sure that they can sustain their heroic contributions to society over the course of a career. Given what is known and referenced above about turnover and retention among teachers and leaders, it is incredibly unwise to attempt to measure and make decisions about the effectiveness of individual educators without attending to the work cultures in which they teach and lead. An individual teacher cannot take it upon him- or herself to develop all the skills needed for success through personal dedication without burning out. An individual principal cannot effectively attend to student culture, instructional leadership, building management, and the inevitability of everyday activities without burning out. Effective instruction and leadership has the best chance of occurring and sustaining itself within a work culture that differentiates roles and responsibilities to ensure that, collaboratively, a school staff can provide students with access to all the benefits of an effective learning environment.

Career pathways for teachers -- including teacher leadership roles, hybrid roles, mentoring, and other opportunities that build on exemplary classroom practice--can play an important role in establishing a supportive and enduring work environment that cultivates and sustains effective teaching. A survey of research on teacher leadership shows that these roles and opportunities can dramatically improve student outcomes, provide more frequent feedback and supports for new teachers,

improve professional learning for all teachers, and improve teacher retention.¹³ Michigan's focus on career pathways for principals and other school leaders is more targeted to the identification and development of effective mentor leaders who are both effective leaders in their own right and have the knowledge and ability to effectively support new and struggling colleagues in becoming effective leaders.

These career pathways play an important role in establishing and sustaining distributed leadership models within school buildings. Distributed leadership in this State Plan refers to a model of management within a school wherein the principal shares the traditional set of school leadership tasks with other staff in a manner that is coordinated and led by the principal. There is no singular model of distributed leadership; however, to be effective and sustainable, specific roles for teacher leaders within the model must be tied to specific identified priorities and then the teacher leaders must be afforded the time, support, and resources to make the role effective.¹⁴

To support the establishment and success of career pathways for teachers and leaders as elements of distributed school leadership models, the MDE will use Title, II, Part A state resources to

- *Support teacher leadership networks and models throughout the state (see below);*
- *Support principal mentor networks and models throughout the state (see below);*
- *Develop and provide professional learning for school leaders in establishing and sustaining school-based distributed leadership models; and*
- *Provide activity-based guidance for various models and ancillary supports of teacher leadership and distributed leadership, including staffing models and differentiated compensation strategies.*

Teacher Leadership Networks

The MDE plans to select and employ, via a competitive process, teacher(s)-on-loan and/or summer teacher fellows to work closely with MDE staff to develop the goals and priorities of the statewide focus on teacher leadership and career pathways.

This work will include:

¹³ TeachStrong. *TeachStrong Policy Proposal: Principle 9: Create Career Pathways*. (2016) This report can be found at <https://cdn.teachstrong.org/wp-content/uploads/2016/10/26112426/TeachStrongPrinciple-CareerPathways.pdf>.

¹⁴ Leading Educators. *Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works*. (The Aspen Institute: 2014). This report can be found at https://static1.squarespace.com/static/56b547861bbee07c38617729/t/56cf7b6140261d3fa3796842/1456438113595/AES_LE_Leading-From-the-Front_101614.pdf.

- *Development of a network of teacher leadership organizations throughout the state to support local implementation;*
- *Development of guidance for LEAs and principals in identifying and cultivating the skills and dispositions of teacher leaders;*
- *Coordination of teacher leader voices in regional- and state-level policy; and*
- *Ongoing development and expansion of state-level support for teacher career pathways.*

Principal Mentor Networks

The MDE will work closely with Michigan’s professional organizations to Develop guidance for LEAs in identifying and cultivating the skills and dispositions of effective principal mentors and Provide professional learning opportunities, including communities of practice, for high-potential principals to become mentors.

Timeline of Activities

The MDE plans to implement the above-described activities according to the timeline below and consistent with the coordination of programming described elsewhere in this State Plan. These activities will support and enrich work that may already be underway in Michigan in each of these educator workforce priority areas.

2017-2018

**LEA/EPP Partnerships*

- *Develop goals, criteria, and requirements for LEA/EPP seed funding Supported Transitions*
- *Develop and publish guidance for LEAs on local induction and mentoring programming*

**Professional Learning*

- *Develop and publish guidance for LEAs on local use of Title II, Part A funds for professional learning*
- *Develop and publish guidance for LEAs on coordinated professional learning opportunities for early childhood programs staff and LEA early elementary staff*
- *Develop and publish guidance for LEAs on integrated professional learning for paraprofessionals*
- *Determine form and manner for pilot investment in micro-credentialing*

**Career Pathways*

- *Begin MDE Teacher-Leader-on-Loan/Teacher Leader Fellows Program*

- *Identify partner professional organizations to lead Principal Mentor Network*

2018-2019

**LEA/EPP Partnerships*

- *Identify initial funded LEA/EPP Partnerships*
- *Begin program evaluation of funded Partnerships*

**Supported Transitions*

- *Work with funded LEA/EPP Partnerships to build residency and mentorship models*
- *Support activity-based guidance for LEAs on local induction and mentoring programs*

**Professional Learning*

- *Support activity-based guidance for LEAs on coordinated professional learning opportunities for early childhood programs staff and LEA early elementary staff*
- *Support activity-based guidance for LEAs on integrated professional learning for paraprofessionals*
- *Implement pilot investment in micro-credentialing with rigorous program evaluation*

**Career Pathways*

- *Develop guidance for LEAs on developing and implementing school-based distributed leadership models*
- *Develop pilot funding program for implementation of local distributed leadership models, including differentiated compensation for teacher leadership roles*

2019-2020

**LEA/EPP Partnerships*

- *Continue funding and program evaluation of initial LEA/EPP Partnerships*
- *Report on early learning from program evaluation activities*

**Supported Transitions*

- *Continue to refine residency and mentorship models*
- *Support activity-based guidance for LEAs on local induction and mentoring programs*

**Professional Learning*

- *Support activity-based guidance for LEAs on coordinated professional learning opportunities for early childhood programs staff and LEA early elementary staff*
- *Support activity-based guidance for LEAs on integrated professional learning for paraprofessionals*
- *Continue implementation of pilot investment in micro-credentialing with rigorous program evaluation and report on early learning*

**Career Pathways*

- *Support activity-based guidance for LEAs in developing and implementing school-based distributed leadership models*
- *Identify initial awards for local school-based distributed leadership model pilots*
- *Begin program evaluation for local school-based distributed leadership model pilots*

2020-2021

**LEA/EPP Partnerships*

- *Continue funding and program evaluation of initial LEA/EPP Partnerships*
- *Final report from program evaluation activities*
- *Use program evaluation to modify and improve second round of program funding to support LEA/EPP Partnerships*

**Supported Transitions*

- *Continue to refine residency and mentorship models*
- *Support activity-based guidance for LEAs on local induction and mentoring programs*

**Professional Learning*

- *Support activity-based guidance for LEAs on coordinated professional learning opportunities for early childhood programs staff and LEA early elementary staff*
- *Support activity-based guidance for LEAs on integrated professional learning for paraprofessionals*

- *Continue implementation of pilot investment in micro-credentialing and finalize program evaluation to determine continued investments/policy direction regarding micro-credentialing*

**Career Pathways*

- *Support activity-based guidance for LEAs in developing and implementing school-based distributed leadership models*
- *Identify initial awards for local school-based distributed leadership model pilots*
- *Begin program evaluation for local school-based distributed leadership model pilots*

2021-2022

**LEA/EPP Partnerships*

- *Identify second round of funded LEA/EPP Partnerships*
- *Begin second round program evaluation of funded Partnerships*

**Supported Transitions*

- *Continue to refine residency and mentorship models*
- *Support activity-based guidance for LEAs on local induction and mentoring programs*

**Professional Learning*

- *Support activity-based guidance for LEAs on coordinated professional learning opportunities for early childhood programs staff and LEA early elementary staff*
- *Support activity-based guidance for LEAs on integrated professional learning for paraprofessionals*

**Career Pathways*

- *Support activity-based guidance for LEAs in developing and implementing school-based distributed leadership models*
- *Continue funding for local school-based distributed leadership model pilots*
- *Continue program evaluation for local school-based distributed leadership model pilots*

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning

needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Response: *The MDE has begun several initiatives over the last 18 months to support the specific learning needs of students, including students with disabilities, English learners, and struggling readers. These initiatives will continue implementation and refinement concurrent with the implementation of Michigan's ESSA State Plan. Each initiative includes efforts to improve the skills of teachers, principals, and other school leaders in identifying specific learning needs and delivering effective instruction based on those needs. The following three initiatives provide a sample of the targeted professional learning supports that are in place to ensure educators have the skills necessary to implement the initiatives with fidelity.*

Michigan's Statewide Focus on Early Literacy

Michigan's Governor, Legislature, and Department of Education have all prioritized a need to ensure that all students are proficient in reading by the completion of 3rd grade. In addition to identifying this goal in statewide plans, legislators have recently passed a student retention bill that connects high stakes consequences to this outcome for learners, educators, and schools. In order to support effective implementation of the effort, the MDE and statewide partners have developed professional learning tools and supports around the use of screening and diagnostic tools to drive individual student programming, establish appropriate practices for learners with identified challenges for reading, and school learning support processes to support high quality instruction around core competencies and skills in English Language Arts (ELA) and reading. The state has also developed a literacy coach network to support a unifying and comprehensive learning focus for classroom educators. These literacy coaches are supporting professional learning in districts utilizing a set of online learning modules for educators focusing on these skills.

Multi-Tiered Systems of Support

The MDE recently identified a need to move toward a unified set of components of multi-tiered systems of support (MTSS) throughout schools across the state. The effort is using a transformation zone approach from implementation science to develop state, regional, and local implementation teams that are being used to design and test professional learning supports through ISD training and district level coaching as primary mechanisms to support implementation of components of the system. Each professional learning support is being designed in a modular format with online learning tools, coaching supports, and leadership networks that would be implemented in short term (6-8 week) instructional learning cycles within schools, so that each learning cycle is focusing on implementation with operational outcomes that will define the next professional learning effort to be implemented in order to build-out understanding in a way that specifies implementation tasks and desired short and long term outcomes. The effort is working with three ISDs in the initial

phase, and building on a regional cohort model to utilize leaders from practicing schools to help guide successive cohorts of educators in implementing the core components of MTSS.

Blueprint for Turnaround

The Blueprint for Turnaround is a system development effort focusing of district level support of low-performing schools and schools with significant achievement gaps. The effort relies on a cohort and network-based model of professional learning, largely for district and building leadership in the districts adopting the model. The professional learning involves I role-specific and stage-specific professional learning, as cohort groups and individualized for the district context, to district executive leadership to establish self-regulating systems focusing on implementing newly developed instructional practices, system processes, and curricula in schools. Instructional teams utilize frameworks to identify learning needs for students at each grade level based upon a common set of learning activities and assessments designed by the instructional leaders in the school and district. Reflection on instruction and analysis of student learning artifacts are used to drive professional learning communities, and these then feed outcomes to the leadership, who in turn design the next professional learning focus for these communities. The process uses educator development of instructional routines and short-term outcomes to inform and drive the process repeatedly, all while building the systems and protocols for implementation in a 2-3 year time span.

5.3 Educator Equity.

A. Definitions. Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	For the purposes of Section 5.3, we define an “ineffective teacher” as a teacher who received a rating of either “ineffective” or “minimally effective” as reported to CEPI in to the Registry of Educational Personnel (REP).
Out-of-field teacher*+	An out-of-field teacher is defined as a teacher whose teaching assignment, as reported to the Center for Education Performance and Information (CEPI), does not align with one of the endorsements received through the certification process (i.e., a teacher teaching a subject for which he or she was not specifically certified).
Inexperienced teacher*+	An “inexperienced teacher” is defined as a teacher who has been flagged in the REP as being in the “first three years of employment in classroom teaching” (codes 97 or 98 in the Employment Status field).
Low-income student	A “low-income student” is defined as a student who has been flagged as Economically Disadvantaged (ED) by CEPI.
Minority student	The MDE defines “minority student” as any student identified as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or two or more races.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

Response: Michigan’s plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level

Michigan does not currently have an accurate link between students and individual teachers necessary to calculate student-level rates at which students are assigned to

ineffective, out-of-field, and inexperienced teachers. Accordingly, the MDE has completed the table in Appendix C in place of Appendix B. Rates for each category were calculated at the school level and passed on to each student in the school to calculate the rates in the table.

In order to obtain student-level data linked to individual teachers, the MDE has entered into a tentative data-sharing agreement with Michigan's Data Hubs, which provide centralized housing of rostering data from LEA's local Student Information Systems. The Data Hub project is a data integration collaboration between LEAs funded in part by the by the state of Michigan. The Data Hubs are in the midst of rapidly expanding the percentage of districts and students served through the project. As of January 2017, 57 Michigan districts are live, with many other districts signed up and in the process of going live. By June 2019, the Data Hubs are projected to serve 95% of all Michigan districts and at least 95% of Michigan students. A more detailed projection is provided in the table below.

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Expected Data Hub Onboarding Pacing

	January 2017	June 2017	January 2018	June 2018	January 2019	June 2019
Districts Live	57	179	358	536	715	849
Districts Live %	6.4%	20.0%	40.0%	60.0%	80.0%	95.0%
Students	135450	297007	594014	891020	1188027	1410782
Students Live %	9.1%	20.0%	40.0%	60.0%	80.0%	95.0%

This proposed collaboration has clear advantages over data collection methods that rely on a CEPI collection of teacher-student rostering data. Most importantly, the Data Hubs are uniquely situated to provide accurate and usable rostering data. Michigan recently suspended the mandatory collection of rostering data in its Teacher Student Data Link (TSDL) through CEPI because of the substantial data burden it required of districts coupled with persistent problems with missing and inaccurate data. The Data Hubs are able to directly access teacher rosters through local Student Information Systems, providing the most accurate and complete snapshot of rostering at any given point in the year.

Importantly, using the Data Hubs requires no additional data entry burden in addition to the routine work that already happens in the day-to-day work of managing student rosters and enrollment. This coincides with the commitments made by both MDE and CEPI to reduce the data collection burden on schools and districts.

The MDE's plan going forward is to collect rostering data for currently participating schools immediately upon formalizing our data-sharing agreement with the Data Hubs. The MDE will pilot using rostering data to provide more nuanced estimates of student rates of being taught by ineffective, out-of-field, and inexperienced teachers for the 2016-2017 school year. The MDE will use this pilot to make adjustments to the data request and automate a data transfer to occur yearly timed to coincide with the October Count rosters, which are considered to be the most accurate snapshot in Student Information Systems.

The MDE will then conduct a year-two analysis of the data in preparation for public release of the more accurate student-level analyses proscribed in Appendix B of this application beginning in June of 2019. This plan puts Michigan ahead of the requirements to have a 3-year plan by nine months.

Given that participation in the Data Hubs by districts is optional, the MDE recognizes that this solution will not collect data from every district across the state, even by our June 2019 target data. The Data Hub approach is still the preferred method for collecting teacher-student rostering data. Indeed, missing and unusable data was one of the major complications in the rostering data collection from CEPI when it was included in the TSDL. The Data Hubs are the best mechanism to maximize the percentage of districts for which we have accurate rostering data.

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i The rates and differences in rates calculated in 5.3.B;
- ii The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

Response: *Public reporting of these metrics will be made available on the Transparency Dashboard, as described in section 4 above. This reporting will be publicly available pursuant to the federally-required timeline.*

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

Response:

Required Indicators

The rates reported in the table in Appendix C demonstrate that students of color and students from low-income families have observably inequitable access to teachers rated “effective” based on local evaluation systems and experienced teachers. As explained in Michigan’s Plan to Ensure Equitable access to Excellent Educators (2015), the MDE’s analysis of available data suggests that research-based national

trends are evident in Michigan schools serving student populations with significant numbers of students of color and students from low-income families:

- *High numbers of inexperienced teachers at high-needs schools is a result of high turnover and low retention.*
- *As many as a third of teachers leave after their first three years of teaching and over 40% leave within the first five years.*
- *Educator workforce quality and stability is impacted by teacher supply, teacher distribution, teacher recruitment, support for new teachers, and the school environment.*
- *Teachers plan to stay longer in schools with a positive working environment, independent of the school's student demographics.*
- *Teachers stay when they have a school leader who ensures that the school works properly, provides instructional leadership, and is an inclusive decision-maker.*
- *Teachers stay when there are high levels of collegial support that includes having an environment of respect and trust, formal structures for collaboration and support, and a shared set of professional goals and purposes.*

Interestingly, the rates reported in the table in Appendix C demonstrate that students of color and students from low-income families have greater access to teachers working in-field than their peers.

Indicators of an Effective Teaching Environment

As described in section 5.2.A above, Michigan's vision of educator effectiveness is inclusive of a number of key supports for students and educators; by themselves, labels of "effective" or "ineffective," "experienced" or "inexperienced," and "in-field" or "out-of-field" are reductive point-in-time measures of the current performance or status of an individual educator. Inequitable access, however, is not a matter of labeling individual educators. The MDE believes that the causes of inequitable access have more to do with the effectiveness of the teaching environment in which educators function and less to do with point-in-time labels marking individual educators.

Educator effectiveness is the end-goal of a process of continuous improvement, for both the individual educator via local systems of evaluation and support and for the school and district via the comprehensive needs assessment. An effective teaching environment is one in which many supports for students and educators are present; an ineffective teaching environment is one in which few supports for students and educators are present. There is no precise definition or measurement of an effective teaching environment, but there are measurable indicators that help the state,

districts, and schools identify where they are strong and what challenges they face so that they can continuously work toward a more effective teaching environment.

To that end, the MDE plans to phase in additional indicators identified in the table below in order to better and more accurately measure factors that correlate more and less strongly with inequitable distributions of teachers and better inform and tailor the identification of strategies to close access gaps at the state and local levels. The MDE has purposefully chosen not to include any of these additional indicators in section 5.3.A above because a.) additional time is needed to model and test the theory that these indicators do correlate with teacher distribution and the quality of the teaching environment; and b.) while the MDE does plan to publish statewide analyses on these indicators, this additional information is intended to provide LEAs with more information to make thoughtful decisions about improvements in their educator workforce; it is not intended to be an accountability indicator for public reporting.

Additional indicators of educator effectiveness

<i>Measure</i>	<i>Tier</i>	<i>Availability</i>
Teacher effectiveness labels	1	A
Teacher (in)experience	1	A
Teachers out-of-field	1	A
Disproportionality in Identification for Special Education Services	1	A
School leader effectiveness labels	1	A
Teacher diversity	1	A
Teacher retention/mobility	1	A/B
School leader retention/mobility	1	A/B
School leader (in)experience	1	B
Effective implementation of educator evaluations	2	C
Student discipline, suspension and expulsion	2-3	B
School culture and climate	2-3	B/C
Teacher leader roles and opportunities	2-3	B/C
Compensation	2-3	B/C
Teacher absenteeism	2-3	C
Professional learning programming	3	C
Induction and mentoring programming	3	C
Cultural competency/Racial bias	3	C

Table Key: Tier:1=available now; 2=available in one to three years; 3=undetermined

Availability: A=finished data source; B=raw data; C=no current collection

It is through this additional data analysis that the MDE and LEAs will be able to more accurately analyze the causes of disproportionality at the state and local levels and more effectively identify strategies to close access gaps.

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:

- i Designed to address the likely causes of the most significant differences identified in 5.3.D and
- ii Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive

or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Response: *While the MDE phases in more robust data analyses as described in section 5.3.D above, it will adapt and continue some strategies identified in Michigan’s Plan to Ensure Equitable access to Excellent Educators (2015). These strategies align with the educator workforce priorities described in section 5.2.A above, and as noted in that section, the MDE plans to target the investment of Title II, Part A state funds in Partnership Districts and LEAs with low-performing schools as identified by the A-F accountability system, which historically demonstrate an overlap with schools identified as providing disproportionate access to effective teaching for students of color and students from low-income families.*

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Pre-service preparation of teachers and leaders that leaves new teachers and leaders unprepared for the challenges of classrooms and schools	LEA/EPP Partnerships and supported transitions: see section 5.2.A above
High turnover and low retention of teachers and leaders	LEA/EPP Partnerships, supported transitions, professional learning, and career pathways: see section 5.2.A above
Ineffective hiring practices	Targeted supports for human resources processes via Partnership District initiative
Challenging working conditions for teachers and leaders	Supported transitions, professional learning, and career pathways: see section 5.2.A above
Negative narrative regarding public education and the teacher and leader professions	Continue implementation of the #proudMleducator campaign using Title II, Part A state activities funds; Phase 2 of the campaign will begin in spring/summer 2017 and extend through the following year and beyond, providing supports to regions within Michigan to personalize the message and cultivate community support; Phase 3 of the campaign will begin in spring/summer 2018 with a target completion date of spring/summer 2019 and the establishment of a common, statewide educator recruitment platform
Inequity to schools that cultivate an effective environment for teaching	Conduct and roll out additional analyses of indicators of effective teaching environments
To be determined based on state and local analyses of indicators of effective teaching environments as described in section 5.3.D above	See table in section 5.3.D above for an approximate timeline of the availability of data and analyses. As new indicators become available, the MDE will work with LEAs via the CNA process to identify local strategies to close access gaps. All LEAs will be encouraged to utilize portions of their Title II, Part A allocations to close gaps in access where present. Partnership Districts and LEAs with low-performing schools as identified by the A-F accountability system will receive intensive support in developing local equity plans based on this portion of the CNA and using either their own Title II, Part A allocations or Title II, Part A state funds for specific programs as described in section 5.2 above.

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating all differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
<p>Low-income students are taught by ineffective teachers at a rate that is higher by 2.3 percentage points than non-low-income students</p>	<p>September 1, 2026</p>	<p>The first interim target is set for an improvement in rate difference by 0.5% by September 1, 2019. Additional interim targets will be established based on progress made and lessons learned from the implementation of strategies described above over the next two years.</p>
<p>Low-income students are taught by inexperienced teachers at a rate that is higher by 3.3 percentage points than non-low-income students</p>	<p>September 1, 2026</p>	<p>The first interim target is set for an improvement in rate difference by 0.5% by September 1, 2019. Additional interim targets will be established based on progress made and lessons learned from the implementation of strategies described above over the next two years.</p>
<p>Minority students are taught by ineffective teachers at a rate that is higher by 3.5 percentage points than non-minority students</p>	<p>September 1, 2026</p>	<p>The first interim target is set for an improvement in rate difference by 0.5% by September 1, 2019. Additional interim targets will be established based on progress made and lessons learned from the implementation of strategies described above over the next two years.</p>

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
<p>Minority students are taught by inexperienced teachers at a rate that is higher by 3.3 percentage points than non-minority students</p>	<p>September 1, 2026</p>	<p>The first interim target is set for an improvement in rate difference by 0.5% by September 1, 2019. Additional interim targets will be established based on progress made and lessons learned from the implementation of strategies described above over the next two years.</p>

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Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State’s strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

A. The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

Response: As referenced earlier, a “whole child” comprehensive needs assessment is key to LEAs supporting the continuum of a student’s education. In addition, as required by Michigan law, each child will complete, with input from his/her parent or guardian, and Educational Development Plan (EDP), no later than 8th grade which will be updated annually, to support individual planning for continuing education and a career by describing the pathway the student will follow to meet challenging State academic standards and career and technical standards. With this tool, a district can comprehensively identify needs, and then target programming and funding sources appropriately. The SEA will assist LEAs, through technical assistance, in coordinating their work with other high-quality early childhood programs/services funded by the SEA that also require development of a needs assessment, including how the LEA blends and braids funding for early childhood programs and services, including home visiting, if it chooses to utilize funding for early childhood under the needs assessment. It will also work to raise awareness of the importance of transitions from all early childhood settings to elementary settings by having LEAs address transition supports, including transferring child records and comprehensive developmental screening services, within district improvement plans and elementary school improvement plans in order to create transition plans that are informed by and supported by early childhood programs, schools, administrators, and families. Michigan will also provide technical assistance and guidance on developmentally appropriate practices for early childhood as well as early elementary grades. The ultimate goal is to ensure access to a system of high-quality learning settings across the P-20 continuum.

- B. The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education** and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Response: Michigan already has in place the Michigan Merit Curriculum, which requires all students to take coursework in mathematics, English/language arts, science, social studies, foreign language, and fine arts. Michigan also has rigorous career and college ready standards in mathematics, ELA, and science, and are updating our social studies standards currently. These govern the learning expectations for all students K-12. We are in the process of developing social-emotional learning standards for K-12. Michigan also has early childhood standards of quality for prekindergarten, that supports a fully integrated comprehensive approach to learning across academic and developmental domains, which are

aligned to the K-12 standards; as well as early childhood standards of quality for infants and toddlers and out-of-school time learning. Additionally, the academic component of the “whole child” comprehensive needs assessment will push districts to evaluate to what extent they are making these opportunities available for all students, and will provide the MDE with the opportunity to engage in technical assistance, as well as monitor these areas. Through the student’s Educational Development Plan (EDP) planning process students, with their parents, will be given individualized assistance in planning coursework to support progress toward educational and career goals, including awareness of careers that may be nontraditional for the student’s gender, and opportunities offered through Career and Technical Education. As part of the EDP process districts will engage students and parents in discussing educational and career opportunities and available academic and financial supports that may be available to minority students, students with disabilities, English learners, and low income students. In CTE, we work extensively to encourage female students to enroll in instructional programs that are non-traditional for their gender. This is one of our annual performance measures for the USDOE as required in our federal Perkins funding. We receive federal funding to help support a gender equity consultant as well. Finally, Michigan’s Top 10 in 10 strategies around learner-centered supports include a focus on deeper learning and STEM/STEAM, with application for all students. We want to ensure that all Michigan students are accessing high-quality, meaningful, challenging learning experiences. We intend to use data to monitor our progress and can look at access across the various groups listed above.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:**
- i* Incidents of bullying and harassment;
 - ii* The overuse of discipline practices that remove students from the classroom; and
 - iii* The use of aversive behavioral interventions that compromise student health and safety?

Yes. If yes, provide a description below.

No.

Response: LEAs will utilize Title IV, Part A funding on areas identified through the comprehensive needs assessment. An LEA that identifies the need to fund activities for creating safe and healthy students may implement any of the following activities across the early childhood and/or K-12 grades.

Allowable Activities:

- *Providing school-based mental health services and counseling*
- *Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline*
- *Positive Behavioral Interventions and Supports (PBIS)*
- *Restorative Justice*
- *Establishing or improving dropout prevention.*
- *Wrap-around Services*
- *Service Learning •Supporting re-entry programs and transition services for justice-involved youth.*
- *Diversion Programs*
- *Implementing high-quality early childhood programs/services*
- *Implementing programs that support a healthy, active lifestyles (nutrition education and physical education)*
- *Implementing a comprehensive health education curriculum such as Michigan Model for Health which includes nutrition education*
- *Increasing Physical Education time*
- *Implementing a Comprehensive School Physical Activity Program*
- *Implementing a before or after school nutrition or physical activity program*
- *Implementing high-quality before ,after, and out-of-school time programs*
- *Implementing Farm to School*
- *Implementing Chefs Move to School*
- *Safe Routes to School*
- *Smarter Lunchroom Movement Techniques*
- *US Food Waste Challenge*
- *Implementing strategies to increase Breakfast participation*

- *Healthy Taste testing events*
- *Implementing systems and practices to prevent bullying and harassment*
- *Safe Schools for Sexual Minority Youth Trainings*
- *Implementing Social and Emotional Learning strategies*
- *Implementing the Whole School, Whole Community, Whole Child model (WSCC)*
- *Implementing evidence-based programs such as Olweus Bullying Prevention Program or Bully Free Schools*
- *Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse*
- *Implementing a comprehensive health education curriculum like the Michigan Model for Health*
- *Implementing an evidence-based sexuality education curriculum as part of a comprehensive health education curriculum, with a focus on healthy relationships, sexual violence prevention and content*
- *Establishing community partnerships*
- *Establishing a school wellness team (Implementing the WSCC model)*
- *School based mental health services partnership programs with public or private mental health entity or health care entity*
- *Establishment and utilization of Community Management Teams*
- *Establishing partnerships with community health organizations (family care, hospitals, health departments) to establish a school nurse*

While this list is not exhaustive, it provides for technical assistance from the MDE to assist LEAs in repurposing all allocated funds to meet the student needs. All LEAs receiving funds under this section will be subject to review and/or desk audits, including for compliance with meaningful consultation requirements with federally recognized tribes, applicable to LEAs meeting the criteria under Title VI.

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

Yes. If yes, provide a description below.

No.

Response: *Through the use of the CNA, the LEA that identifies the need for additional technology, may use the funds to integrate instruction and technology across early*

childhood and K-12 grades. The LEA may spend on infrastructure, which includes devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. Additionally, LEAS will support and develop educators as fluent users of technology. This may include professional develop that is job-embedded, data-driven and classroom focused.

Allowable Activities:

- *Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning in order to improve academic achievement and increase student engagement*
- *Professional development communities and opportunities that encourage teachers to leverage technology for students to have an active role in choosing, achieving, and demonstrating competency in their learning goals*
- *Professional development on effective use of data*
- *Collaboration with other educators and community partners to improve instruction and extend learning beyond the classroom*
- *Personalized professional development for tailored, job-embedded support*
- *Discovering, adapting, and sharing high-quality resources (including openly licensed educational resources)*
- *Building technological capacity and infrastructure*
- *Utilize available bulk purchasing programs for devices, equipment, software, platforms, digital instructional resources, and other non-recurring IT purchases to drive down cost through bulk purchasing, ensuring that resources and content are accessible*
- *Close the homework gap through provision of internet in the home, community partnerships, or outfitting busses with internet*
- *Carrying out innovative blended learning and blended/project based learning*
- *Research, develop, and implement innovative strategies to create learning objectives that include problem solving and collaboration (both within the classroom and community, as well as globally)*
- *Access to professional development*
- *Participation in a community of practice*
- *Coaching*
- *Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities*

- *Professional development on how to implement online courses*
- *Virtual coaching to expand professional development opportunities for educators*
- *Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology*
- *Professional development for STEM, including coding and game design*
- *Professional development on how to embed STEM (engineering design principles, computational thinking, app design) in other content areas*
- *Professional development to build teacher capacity in identifying accessible resources and accessibility features*
- *Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups*
- *Quality professional learning for educators, including support for evaluation of these programs will work to improve developmentally appropriate instruction in STEM areas*
- *Increased access to these programs will come through intentional integration across these content areas to improve efficiencies in the system and allow for student deeper learning*

While this list is not exhaustive, it provides for technical assistance from the MDE to assist LEAs in repurposing all allocated funds to meet the student needs.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

Yes. If yes, provide a description below.

No.

Response: Allowable Activities:

- *Promoting community involvement*
- *Establishment of a school wellness team with community partners*
- *Promoting meaningful parent engagement*
- *Establishment of a school wellness team with parents serving as partners.*
- *Conducting a parent survey with action plan based on responses*

- *Allocate funding to support a position dedicated to coordinating parent engagement.*
- *Implement strategies to improve communications with parents, including translating information into different languages as appropriate.*

While this list is not exhaustive, it provides for technical assistance from the MDE to assist LEAs in repurposing all allocated funds to meet the student needs.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Response: *The SEA will have an application on the web site that districts (LEA) must complete to have a school considered for the 40% schoolwide poverty threshold to be waived. The LEA must provide data that shows scores in that school are not rising after three years of operating as a Targeted Assistance school. The LEA will describe the school wide reform they plan to implement and why they believe this will increase student achievement. The SEA will compare the LEA application to the School Improvement Plan submitted to the State of Michigan by the school yearly. This will ensure the LEA and school are working together to implement a school wide reform to improve student achievement. If the State approves the waiver it will monitor student achievement for the following 3 years for improved student achievement. If there is no increase in achievement based on state tests the Michigan Department of Education would do a site visit with a team of consultants to monitor if the reform is being implemented correctly and with fidelity. If no progress is made the following year the school waiver would be revoked.*

Criteria to Apply:

- *-Low scores*
- *Three years of implementing targeted assistance components with little or no change on state tests*
- *-Research of a school reform model and why the LEA/school believe it will improve student achievement.*

B. Title I, Part C: Education of Migratory Children.

- i Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

Response: *For the purposes of the Migrant Education Program (MEP), eligible migratory children and youth are defined as those children and youth who are:*

- *younger than the age of 22,*
- *have not earned a high school diploma or equivalent, and*
- *have made a qualifying move from one residence to another and from one school district to another in the preceding 36 months:*
 - *(A) as a migratory agricultural worker or a migratory fisher; or*
 - *(B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.*

Each local MEP employs trained recruiters to survey the area within boundaries of their school district to identify and recruit all new and returning migratory children and youth. The MDE provides grants to statewide Identification and Recruitment (ID&R) Centers to survey those areas of the state that do not have local migrant education programs. In both ID&R Center and local MEP areas, preschool migratory children and migratory children who have dropped out of school are identified and recruited. A trained recruiter follows the Quality Control; Procedures and Guidance provided by the MDE Migrant Team. An annual re-interview process is conducted using randomly selected records from determinations made during the current year to ensure the accuracy of eligibility determinations made in the state. Each September, residency of eligible migratory children and youth is verified. For a child who turns three, residency is again verified on or after his third birthday and the Migrant Education Data System (MEDS) is updated in the enrollment information. These enrollments are used to accurately report the number of migratory children and youth during the performance period. Only children and youth who experienced one day of eligibility within the term are included in the count. Local MEPs or ID&R Centers update MEDS as youth graduate or obtain GEDs. Data is de-duplicated by a unique student number in order to ensure children are only reported once. Recruiters, data entry and COE Approvers are required to participate in initial and annual trainings to ensure accuracy of recruitment and data entry. Only trained recruiters may complete the interview process and the COE.

- ii Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

Response: *The MDE Migrant Team follows the continuous improvement process when identifying the unique educational and other needs of migratory children and youth. In 2013, a series of meetings was convened to engage stakeholders in the analysis of the available academic, demographic and perception data. The Three-Phase Model was used to facilitate the process. Phase I, "What is?" asks the questions of: "What is the data that we have? What does it tell us? What data do we still need to obtain a full picture of our migrant students and programs? Phase II, "Gather and Analyze Data", is the step where additional data is obtained and analyzed. Phase III, "Make Decisions", includes forming concern statements, documenting the unique needs, identifying data sources, writing need statements, as well as developing corresponding written objectives, strategies, and activities. Various sources of data are used during the comprehensive needs assessment (CNA) process: (1) Local and state achievement data; (2) survey data on the perceptions of migrant children and youth, their parents and the staff that serve them; (3) other relevant demographic data; and (4) instructional and support services data. Since the needs of migratory children and youth drive Michigan's migrant education programming, the analysis of the available data occurs continuously. Since 2013, the MDE Migrant Education Team has provided ongoing technical assistance to local MEPs and ID&R Centers to support the CNA process. Summer MEPs identify the unique needs of their summer populations, which include a significant influx of summer only migratory children and youth, in their program application. In 2014, all local MEPs began to deepen their analysis using the migrant CNA template that includes program specific requirements. The MDE Migrant Education Team completed a formal statewide evaluation in spring of 2016. As part of the continuous review process, local MEPs, ID&R Centers and community stakeholders are engaged in analyzing the state MEP evaluation and the local CNAs to revise and update the state CNA and Service Delivery Plan (SDP). In these discussions, stakeholders identify key barriers faced by migratory children and youth including preschool migratory children and migratory youth who have dropped out of school. The written documents are being revised in the 2016-17 migrant year.*

- iii Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in

school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Response: *The provision of services begins with the accurate identification of the unique needs of migratory children and youth in the comprehensive needs assessment (CNA). Once the needs are identified, outcomes, strategies and activities are determined that address the needs and establish targets by which programs can measure the effectiveness of their program implementation. The state service delivery plan (SDP) and the program design and improvement plans, at the local level, outline strategies, activities and services that will be provided. Local MEPs use their local CNAs and the state SDP to develop their migrant program design and services. We will consider adding CTE as an option for Migrant Student engagement. Since CTE is an experiential, hands-on curriculum, it may help to engage students and encourage language learning and increased attendance. OCTE also tracks the performance of CTE Limited English Proficient students as part of our annual performance measures for the USDOE as required in our federal Perkins funding. The MEP Team should include the local CTE Administrator to ensure that programs and services available for LEP students are included. In addition, local MEPs must take into consideration the other local, state and federally funded program services available within the district and ensure migratory children and youth have equitable access to them. The migrant education provides supplemental instructional and support services to meet the needs not addressed through these existing programs. Each local MEP's services are provided during the period in which migratory children and youth are present in the state. This time period varies significantly across the state.*

Additionally, migrant children and youth whose families have settled out in Michigan are provided year-round services as appropriate and available through the local MEP. Planning and coordination of services at the local level is critical to implementation of the SDP and meeting the needs identified in the local and state CNAs. Through the continuous improvement process implementation of MEP services and the local MEP design is reviewed frequently both informally and formally. The MDE Migrant Education Team is implementing several major service strategies outlined in the Service Delivery Plan. These strategies were prioritized in collaboration with stakeholders. The first strategy is the implementation of Common Summer Curriculum and Assessments, which includes the use of instructional strategies that support English language development. The second strategy focuses on the use of MSIX. The third strategy emphasizes parent engagement including increasing the availability of bilingual resources. Lastly, there is a focus on increasing collaboration networking and coordination between local programs and with other non-profit and governmental agencies to ensure effective recruitment and service referrals for birth to five children and out-of-school youth.

- iv Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

Response: *The MDE Migrant Education team utilizes Michigan’s Migrant Education Data System (MEDS) to support the collection and sharing of pertinent school records including information on demographics, enrollment, course history, academic achievement, health and mobility. MEDS files are transmitted to MSIX nightly. Local MEPs and ID&R Centers use trained data entry specialists to input data. Data not collected in MEDS is pulled directly from state information systems and transmitted through MEDS to MSIX. Local MEPs use MSIX to facilitate accurate placement of migratory students, review “home” state assessment results for instructional services, verify educational interruptions during the regular year, and identify other needs such as health, language or special education services. The ID&R Centers process the MSIX notifications received from other states or other MEPs within Michigan. Local MEPs as well as ID&R Centers use MSIX notifications as well as the Consolidated Student Record.*

Michigan works closely with states and countries from which student migrate to Michigan. Approximately one third of Michigan’s migratory children and youth come from Texas and approximately one third from Florida. The remaining one third is made up of children making qualifying moves intrastate as well as moves from a variety states and countries. The MDE Migrant Team strongly encourages local migrant education programs to collaborate directly with programs and schools in other states. Each year, Michigan has representation at Texas’s Interstate conference and NASDME so that local programs can directly connect and network with staff that serves our shared students. To ensure timely transfer of migratory student records and continuity of education, local MEPs send transcripts with students when they move, contact receiving schools and monitor transcripts when students return to ensure transfer was completed. Michigan schools do not charge fees for the transfer of migrant student records.

- v Describe the unique educational needs of the State’s migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State’s most recent comprehensive needs assessment.

Response: *The needs assessment process outlined in (i) identified seven concerns related to reading achievement; seven concerns related to math achievement; three*

related to school readiness; and seven related to high school graduation. Five of the concern statements were repeated. The concern statements that were interconnected were grouped together. These concern statements identify the unique needs of migratory children in the following areas:

- *educational continuity*
- *instructional time*
- *school engagement*
- *English language development*
- *health*
- *access to services.*

Stakeholders identified the following concerns in the 2013 statewide comprehensive needs assessment (CNA):

- *Educational Continuity:*
 - *We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.*
 - *We are concerned that migrant children, birth to five, experience interrupted opportunities for social-emotional and educational growth.*
 - *We are concerned that migrant students report that they are unsure or unclear that they will graduate high school or college.*
- *Instructional Time:*
 - *We are concerned that migrant students have many responsibilities that take time away from school and homework.*
 - *We are concerned that migrant high school students face challenges in earning course credits.*
- *School Engagement:*
 - *We are concerned that migrant students are below grade level in reading and writing. We are concerned that the percent of migrant students achieving at or above proficient on the state math assessment decreases at each grade level.*
 - *We are concerned that many migrant youth are under-identified and under-served, specifically out of school youth.*
- *English Language Development:*

- *We are concerned that that migrant students do not understand their classes due to limited English proficiency.*
- *We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.*
Educational Support in the Home:
- *We are concerned that migrant parents' have limited access to resources aligned to the rigorous Michigan State Content Standards and WIDA English Language Proficiency Standards that support their children's academic progress.*
- *We are concerned that migrant students rely on other siblings rather than teachers or parents.*
- *Health:*
 - *We are concerned that migrant parents lack resources to provide prevention and intervention health services to migrant children.*
 - *We are concerned that migrant students are not knowledgeable about social health issues and are not receiving needed health screenings.*
- *Access to Services:*
 - *We are concerned that migrant children, birth to five, have limited access to structured early childhood programs.*
 - *We are concerned that migrant parents do not use or have access to work or college information.*

The unique needs are being reviewed formally as part of the 2016-17 CNA process. They will be revised according to stakeholder input, local CNA findings, and the 2016 statewide MEP Evaluation.

- vi Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

Response: *The 2013 state Service Delivery Plan (SDP) established the following objectives and strategies. Stakeholders have been engaged in discussions that have guided the revision of the statewide CNA and SDP.*

Objectives:

- *The achievement gap in reading and writing between migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the state assessments.*

- *The percent of migrant students who demonstrate grade level proficiency on local MEP program reading assessments will increase by 5% annually. The achievement gap in mathematics for migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the state assessments.*
- *The percent of migrant students who demonstrate grade level proficiency on local MEP program math assessments will increase by 5% annually. Migrant English Learner students will develop their English Language and meet the state proficiency targets each year.*
- *The percent of migrant parents who report having access to instructional resources to provide support to their children will increase from 27% to 50%.*
- *Local Migrant Education Programs will increase the use of MSIX reports by 50%.*
- *The percent of migrant children participating in structured early childhood programs will increase by 2% annually.*
- *The percent of migrant parents reporting that their children, birth to five, receive prevention and intervention health services will increase by 2% annually.*
- *The graduation rate of migrant high school students, (including GED completion) will increase by at least 2% annually.*
- *The number of identified and served migrant Out of School Youth needs to increase by at least 2% annually.*

Strategies:

- *All teachers will use academic language daily to increase students' comprehension in the four core subject areas.*
- *Local MEP will implement the statewide WIDA standards and use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains across the content areas.*
- *All teachers will teach to the state content standards and, in math, use problem solving and critical thinking, assess migrant students using local measures, and implement the common summer curriculum.*
- *All migrant parents will be given access to resources in order to provide instructional support to their children in reading and math.*
- *All local MEP programs will have the capacity to utilize MSIX reports regularly, and improve coordination with early childhood programs.*

- *All migrant families whose children participate in early childhood education will receive referrals (as defined by Migrant Education) and gain access to prevention and intervention health services.*
- *Increase parental outreach and engagement for parents of students in high school or GED programs.*
- *Provide professional development and resources to local MEPs regarding secondary and post-secondary education.*
- *Local MEPs and ID&R centers will network with local agencies and growers within each community to ensure identification of out-of-school youth and coordinate recruitment and education that reaches all migrant families in Michigan.*

vii Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Response: *The MDE Migrant Education Team and local MEPs collaborate to ensure parents of migratory children, migratory youth, and community stakeholders engage in the planning, operation and evaluation of the migrant education program in Michigan. At the state level, the Parent Leadership Team (PLT, formerly PAC) Steering Committee plans and directs statewide teleconference meetings each spring and fall. This PLT Steering Committee includes representation from local MEPs, migratory parents, and community stakeholders and serves as the advisory committee to the MDE Migrant Education Team. In addition to the PLT Steering Committee and annual State PLT meetings, local MEPs engage parents of migratory children, migratory youth and community stakeholders in meaningful dialogue through school meetings, surveys, home visits, camp meetings, or through the format that maximizes this engagement. Migratory parents and youth share concerns, perceptions of the program’s effectiveness and suggestions for program improvement. In addition to providing technical support, the MDE Migrant Education Team monitors for meaningful parent engagement during onsite monitoring reviews.*

viii Describe the SEA’s priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with “priority for services” under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and

2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

Response: *The MDE Migrant Education Team established statewide procedures for local MEPs to follow in making priority for services (PFS) determinations. These PFS determinations are reviewed and approved at the state level. Local MEPs use a common PFS template to record the data used in making the determination. This documentation is maintained at the local level and available to state approvers upon request. Migratory children and youth who are identified as priority for services are those migratory children who have made a qualifying move within the previous 1-year period and who:*

- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or*
- (2) have dropped out of school.*

*A child is failing if they are identified as having **at least one** at-risk factor. At risk-risk factors used to make determinations include:*

- (1) Scored partially proficient or basic on one or more of Michigan's State Content Area Assessments*
- (2) Scored below proficient on State Assessments received from other states (MSIX)*
- (3) Scored below the 50th percentile on norm-referenced test (reading and/or math)*
- (4) Scored below grade level on locally administered assessments in reading or math (e.g. DRA2, Delta Math or other)*
- (5) Is classified as an English Learner and has not meet the requirements from the Michigan's Entrance and Exit Protocol to be exited from EL services*
- (6) Qualifies for Special Education services*
- (7) Is behind in accruing credits toward graduation requirements*
- (8) Has grades indicating below average performance in math and/or language arts at the elementary level*
- (9) Has grades indicating below average performance in math, language arts, science, or social studies at the middle or high school levels*
- (10) Repeated a grade level or course*
- (11) Enrolled in a structured, early childhood program for at-risk children (PS only).*

Migratory children identified for priority for services are served first by local migrant educational programs. Children who are not priority for service and still within their three years of eligibility are served next based on need and the availability of funds

by local MEPS. Finally, students identified for continuation of services are served if funds and services remain available.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- i Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Response: *The priorities for Michigan's Part D program are treatment, education and transition based on 1) MI's Part D data in the SY 2014-15 Consolidated Performance Report, 2) the results the latest statewide needs assessment, and 3) the results of official program evaluation and of subgrantee monitoring results conducted in the 2015-16 of the Part D Program.*

Transition Services Status: *ESEA and now ESSA have required that a transition specialist be employed by Subpart 1 facilities. Currently, Michigan Department of Health and Human Services (DHHS) and Michigan Department of Corrections (DOC) have at least one transition specialist. The specialist role is somewhat narrowly defined in working with youth to create employment documents, communicate with a parole/probation officer and coordinate intake and release of students. They also communicate and build relationships with community resources, including, but not limited to, secondary schools, higher education, apprenticeship training, Michigan Rehabilitation Services, Michigan Protection and Advocacy Service and various community charity funded agencies, such as Goodwill Industries, Project Focus Hope, the Salvation Army and Habitat for Humanity. If a subpart 2 facility has a transition specialist, the roles are currently like the roles of the subpart 1 specialist.*

The following is the statewide goal related to transition services:

Goal 1. *To improve the transition of children and youth to and from the juvenile justice system to locally operated programs in their community.*

- **Objective 1.1:** *100% of care and education documents will be sent or received within 10 days of a youth change of placement.*
 - **Strategy 1.1.1:** *If requested documents are not received in the specified time, a certified letter will be sent and/or a logged phone call will be made on the 15th day after the initial request.*
 - **Strategy 1.1.2:** *If requested documents are not received by the end of 15 days, a written notice will be sent to the judge and/or parole/probation officer requesting assistance in obtaining the documents.*

- **Objective 1.2:** *100% of students leaving a Neglected or Delinquent facility will be involved with further education (High school or college or career training (apprenticeship), employed, or the like within 30 business days under the guidance of community social services agency and the facility transition specialist.*
 - **Strategy 1.2.1:** *The transition team, comprised of stakeholders, will create an Educational Development Plan (EDP) that will include the parents' and student's input*
 - **Strategy 1.2.2:** *The transition team will contact the entities that have been identified in the transition plan and establish a written agreement that defines their role in the treatment of the student.*
 - **Strategy 1.2.3:** *The transition team will consult, where appropriate, with other education professionals including special education teachers, and Career and Technical Education teachers or administrators to identify effective strategies to support the student's transition to further education, and/or a career.*
- **Objective 1.3:** *The Michigan Department of Education (MDE) will create or utilize a system for monitoring community involvement of students released from a Neglected or Delinquent facility in yearly increments of 20% of students tracked for 2 years.*
- **Strategy 1.3.1:** *MDE will use the Unique Identification Code (UIC) to monitor and track students who were or are identified as post release from a delinquent or neglected facility, do not have a diploma or GED to determine post release activities regarding employment, education and community involvement.*
- **Strategy 1.3.2:** *CEPI will provide data analysis support for relevant stakeholders.*

ii Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

Response: *Below are the goals, objectives, activities, and performance measures for the Part D program for school years (SY) 2017-2022. On an annual basis, the Title I Part D State Team will review performance measures and set improvement goals for the next SY in an action plan.*

Status of Student Assessment: Presently, each neglected or delinquent facility utilizes an assessment, but the tool is different in most of them. Students are usually not present for the time the State MSTEP content assessments are administered, so there is no comparability among facilities. Establishing a common assessment among all facilities can provide access if the assessment is online and students' results can be available to receiving facilities immediately to assist with instructional placement and interventions.

Goal 2: Improve the assessment process for all delinquent and neglected facilities.

- **Objective 2.1:** All students will be tested with a common assessment within the first 5 days of entry (unless results of testing in a previous placement are available within the past 30 days) and will be assessed in 30 day intervals in math and reading to report progress. At least 60% of students will demonstrate progress or improvement when comparing pre-and post-test results.
 - Strategy 2.1.1: During 2016-17, an assessment team will evaluate 3-4 standard assessment tools and recommend 1-2 of them for appropriate fit to the type of students for which it will be used.
 - Strategy 2.1.2: The assessment will be distributed to facilities for implementation in School Year 2017-18.
 - Strategy 2.1.3: Data obtained will be used to complete the CSPR for Title ID, subparts 1 and 2.

Current Special Education Status: Many facilities have fewer than 20 students at any given time. If the facility maintains a ratio of 10:1 students to teacher, many facilities employ 2 or fewer teachers. To meet the requirements of IDEA, facilities are to provide a spectrum of services based upon the number of special education classes the IEP determines, as well as the needs of students who require a teacher consultant. Because these facilities cannot provide up to 4 teachers, services are compromised to the level of what is available. Services are defined by the structure of the facility rather than the needs of the students. Facilities with populations of greater than 20 still struggle finding appropriate special education personnel and general education staff. Many teachers are teaching out of their certification. A systematic delivery of career experiences is done haphazardly or not at all. The transition team, in collaboration with Career and Technical Education teachers or administrators, is beginning to search resources to provide career exploration or technical experience with classes designed to familiarize students with potential career exposure. There needs to be a consistent presentation of opportunities to all facilities so that students can appreciate the match of interests with career opportunities.

Goal 3: Special Education Services and career/technical education will improve.

- **Objective 3.1:** All special education students will receive services based upon the MET declaration and their IEP based upon it.
 - **Strategy 3.1.1:** Facilities will contract with Special Education teachers from the local LEA or ISD (RESA) for appropriate services based upon the student IEP
 - **Strategy 3.1.2:** Facilities with the help of their fiscal agents will develop policies and procedures to guide their special education delivery system and based upon IDEA.
 - **Strategy 3.1.3:** Facilities will provide free, appropriate, and rigorous academic services to all students, including special education students and delivered by licensed/certified teachers on State standards aligned online curriculum.
- **Objective 3.2:** All students will engage in career exploration in their first 60 days of residency.
 - **Strategy 3.2.1** All students will be exposed to career interest/experience with programs such as Career Cruising and Michigan Occupational Information System (MOIS).
 - **Strategy 3.2.2:** All students who have completed the occupational survey will be provided hands-on experience after leaving the facility or engage in training through apprenticeship or community college enrollment.

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- i Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
 1. Include a score of proficient on the State’s annual English language proficiency assessment;
 2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
 3. Not include performance on an academic content assessment.

Response: The Michigan Department of Education (MDE) established a common and standardized Entrance and Exit Protocol (EEP) in 2011/12 in collaboration and partnership with the EL/Title III Advisory Committee who represents members of local educational agencies, schools, parents and institutions of higher education. The EEP constitutes the

official MDE standardized road map for identifying placing in and exiting English learners from the local Language Assistance program and Title III supplemental Language Instruction Educational Program (LIEP). The MDE conducted systematic training on the EEP to all local educational agencies and monitors fidelity of its implementation since three Monitoring Indicators pertain to the EEP. The Title EL/Title III Team continues to provide professional development and support to local educational agencies and schools in order to ensure timely and consistent implementation of the required procedures.

EL Identification Process: *In 1975, the Michigan Department of Education (MDE) created a sample Home Language survey (HLS) that was approved by the Board of Education and adheres to the three HLS questions that have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974. The MDE expects all LEAs and Schools to ask these questions, and screen the students whose parent/guardian responded to one or more of these questions with a language other than English. The Local Educational Agencies (LEAs) administer their HLS for all newly enrolled students for the purpose of identifying students of non-English background. The WIDA Screener, a valid and reliable ELP assessment, is administered, within 30 days of student's enrollment, to those students that identify a language other than English in the HLS. Parents are notified of results and description of EL services in a language they understand, and if a written translation is not provided, an oral interpretation is made available whenever needed. Parents have an opportunity to opt out of the EL program or particular EL services in the program but students continue to take the annual ELP assessment until they demonstrate proficiency and meet the state exit criteria. Placement tests require that those administering and scoring them receive training. SEA and LEA guidelines describe who will administer and score assessments, and the required training to ensure valid and reliable results.*

Below are Michigan's entrance and exit criteria published in the MDE common Entrance and Exit Protocol (EEP) document:

Criteria for entrance: *Since WIDA has a Screener with limited ability to detect English proficiency on all domains for grades PreK-2, the MDE requires administering a state-approved literacy assessment to determine eligibility for entrance and exit from the EL program. Below are the specific entrance and exit criteria by grade span.*

- *Preschool: LEAs must follow developmentally, linguistically and culturally appropriate screening procedures to identify English Learners in preschool. Currently, and since WIDA Consortium does not have an appropriate Screener for four-year-olds, the HLS guides the decision making toward eligibility of preschoolers for English language assistance program and supplemental Title III language instruction educational program services.*

- *Kindergarten & First Grade (Before December 1): Kindergartners score below Exceptional (29 raw score) on the WIDA Screener in Listening and Speaking. The first graders score below Exceptional (29) on the WIDA Screener in Listening and Speaking or below 13 in Reading or below 15 in Writing as well as below grade level on state approved literacy assessment.*
- *Kindergarten- Second Grade (After December 1) Kindergartners score below Exceptional (29 raw score) or below 13 in Reading or below 15 in Writing as well as below grade level on state approved literacy assessment. First / second graders score below 5.0 on one or more domains (listening, speaking, reading, or writing). Additionally, K-2 graders score below grade level on state-approved local literacy assessment.*
- *Third- Twelfth Grade: Students score below 5.0 on one or more domains (listening, speaking, reading and writing) or if they are below grade level in reading or writing. The school administers one of the state-approved literacy assessments to determine if the student is at grade level in reading.*

Criteria for Exit-Grades K-12: *Students must receive a composite score of 5.0 or higher on the annual WIDA: ACCESS for ELLs, and minimum scores of 4.5 in all four domains and demonstrate grade level proficiency in literacy.*

The current WIDA Alternate ACCESS assessment used in MI does not have the necessary accommodations that would enable students with severe cognitive, hearing or visual impairments to fully participate in the state ELP assessment and demonstrate valid measures on their progress toward English proficiency in all domains. The WIDA Consortium has not yet resolved this dilemma. The MDE has convened a representative group of its Title III Advisory committee to recommend common entrance/ exit procedures and assessments that are valid and reliable for these students. Specific instructional programming for the three levels of EL service: basic/core, language assistance program and supplemental language instruction educational program (LIEP) services continue to be reported annually to MDE by LEAs in accordance to Lau vs. Nichols, ESEA/ESSA including Title I, Part A, Title III and Title VI of the Civil Rights Act of 1964. The EL exit criteria are the same criteria used for exiting students from the EL subgroup for Title I reporting and accountability purposes.

E. Title IV, Part B: 21st Century Community Learning Centers.

- Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

Response: *The Michigan Department of Education will use the funds allocated for Title IV, Part B to award competitive 21st CCLC Grants to schools that have been identified*

through a “whole child” comprehensive needs assessment that there is a need for funding in addition to other Federal and local funds to:

- *Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards*
 - *Offer students a broad array of additional services, programs, and activities, such as career guidance and counseling including career awareness and exploration activities, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students*
 - *Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development*
- ii Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

Response: *The Michigan Department of Education will award subgrants through a competitive peer review process. Eligible applicants include Local Education Agencies (LEAs), Community-Based Organizations, Faith-Based Organizations and other public or private entities, or a consortium of these entities. Eligible organizations are expected to collaborate when applying for funds. Priority will be given to applicants who:*

- (1) propose services to schools that have been identified through a “whole child” comprehensive needs assessment **and***
- a. are implementing comprehensive support and improvement activities OR targeted support and improvement activities;*
 - b. enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models;*
 - c. and propose supports/engagements of the families of students served.*

Michigan may award additional priority to applicants serving schools that: enroll a high concentration of low-income students; are eligible for Title I school-wide funding; did not meet proficiency targets for Math or ELA; or are located in select Prosperity Regions as defined by the State of Michigan.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

- i Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Response: *Michigan intends to award funding to eligible public school and to private nonpublic schools that participated in this program in the previous year. This allocation will allow for and enable additional resources to districts that incur greater costs to educate their students. All grants are awarded through a formula process. The allocation will be awarded to local education agencies that have more children living in areas that have higher concentrations of economically disadvantaged families, or living in sparsely populated areas. To be eligible, districts must be rural and have a poverty rate of at least 20%.*

Each eligible LEA will submit an application and receive an allocation based on the formula calculation for children living in higher concentrations of economically disadvantaged families, or living in sparsely populated areas. All LEAs receiving funds under this section will be subject to review and/or desk audits.

G. McKinney-Vento Act.

- i Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

Response: *Michigan utilizes a regional model in its Homeless Education Program. Federal grant funds for the Education of Homeless Children and Youth (ECHY) are distributed competitively within three-year cycles to regional consortia of districts in every county in the state. Over 90% of public school districts (LEAs, PSAs, and ISDs) participate as subgrantees. Regional Grant Coordinators coordinate districts in their grant region, regardless of subgrantee status. This ensures that any child or youth who experiences homelessness anywhere in Michigan may be identified and receive services to support his/her educational success.*

The Michigan State Coordinator for Homeless Education will conduct and facilitate these activities to improve the identification of homeless children and youth:

1. Assure that all LEAs (including PSAs and ISDs) designate a District Homeless Education Liaison, register this person's contact information in the Educational Entity Master (EEM) database, and update annually or as needed
 2. Post and update this contact information on the SEA Homeless Education website, so that the public and all school personnel have access
 3. Develop and implement professional development programs for Regional McKinney-Vento (MV) Grant Coordinators, LEA MV Liaisons, MDE staff, state and local agencies, human services providers and advocates on eligibility requirements for MV rights and services, as well as the duties of LEA Liaisons to identify and serve homeless children and youth
 4. Coordinate and collaborate with other MDE programs serving homeless children and youth including early childhood
 5. Develop partnerships with other federal, state and local agencies, service providers and advocates to build community awareness of the educational needs and rights of homeless children and youth and their families
 6. Conduct regional and statewide needs assessments across all LEAs and regional MV grant consortia
 7. With the engagement of local and regional homeless education liaisons and coordinators, develop and update annual action plans, strategies and activities to improve the Michigan Homeless Education Program, beyond compliance with the MV Act and ESSA guidelines and regulations
 8. Conduct monitoring of all LEAs and regional grant consortia to ensure compliance with program requirements and guidance
 9. In collaboration with Michigan's Center for Education Performance Information (CEPI), collect and analyze valid and reliable data on identification, attendance and educational achievement of homeless children and youth through the MI Student Data System
 10. Develop, review and revise policies to remove barriers to the identification, enrollment, retention and success of homeless children and youth in school.
- ii Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

Response: MDE MV Team will provide professional development and training opportunities for Homeless Education Liaisons and all LEAs and school personnel on general homelessness awareness on the eligibility requirements for MV rights and services, as well as the duties of LEA Liaisons to identify and serve homeless children and youth in early childhood and K-12 grades. Training and professional development on specific provisions of ESSA and the MV Act pertaining to various staff groups (school leaders and administrators, counselors, social workers, residency and truancy personnel, teachers and paraprofessionals, enrollment staff, pupil accounting staff, food service and transportation staff, etc.) will be provided at the state, regional and local levels.

In partnership with a small technology firm in Grand Rapids, MI, MDE has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units and lessons. Liaisons and regional grant coordinators who pass assessments for each level's lessons receive a certificate of achievement. When all three levels are completed, the Liaison is presented with a plaque certifying this accomplishment and documents their credential as a Michigan McKinney-Vento Homeless Education Liaison.

Regional meetings are held annually across the state involving multiple grant consortia and including specific technical assistance and training for identified needs in each region. Regional grant coordinators, monitors and the State Coordinator are all involved in these meetings and training sessions.

Liaisons and other school staff are encouraged to participate in the monthly webinars offered by the National Association for Homeless Education, the technical support center through the US Department of Education. Email announcements of dates and times are shared with regional grant coordinators and passed on through the consortia of districts.

The MDE MV Team provides training and professional development to professional education organizations and associations related to their specific involvement with homeless children and youth (i.e., MI Pupil Transportation Directors Association, MI Head Start Association, etc.).

Beginning in January 2017, regional grant coordinators and monitors will meet bimonthly with the State Coordinator and Manager to assess training needs and update the progress toward the goals in the annual Homeless Education Plan.

The MDE Homeless Education Program website will be continually updated with information and resources for liaisons and school staff, regional grant coordinators, parents and students experiencing homelessness and the general public.

- iii Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

Response: 1. The MDE has developed, and continues to update as necessary, formal guidance on the resolution of disputes between school districts and parents/youth experiencing homelessness. The Guidance is distributed to district administrators and school leaders, as well as Homeless Education Liaisons via MDE Communications, as well as through regional grant coordinators and the State Coordinator. It is also published on the Homeless Education Program website.

2. The MDE Dispute Resolution Guidance is time-sensitive to minimize any school disruptions to students, and allows for multiple levels of appeal at the local, regional and state levels. District Homeless Education Liaisons are the first to initiate or respond to an appeal from a parent or youth; the MDE Manager has the final response, if the dispute is not resolved at other levels.

- iv Describe the SEA’s procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

Response: To ensure that homeless youth who are separated from public schools are identified and accorded equal access, without barriers to full or partial credit, outreach by LEA Homeless Education Liaisons is a critical element in trainings at the local, regional and state levels. Outreach procedures are included in the monitoring of LEA MV programs. Access to online courses, summer school and tutoring through Title I-A has also been developed and enhanced for credit recovery for students experiencing homelessness through collaboration and coordination with district program administrators and MV Liaisons. A goal in the 2017-2020 MV state activities plan is to develop formal guidance and procedures at state levels for granting partial and/or full credit for school work satisfactorily completed in a previous school/district by a youth experiencing homelessness. Training on this new guidance would be provided to MV Liaisons, as well as high school counselors, principals and administrators.

- v Describe the SEA’s procedures to ensure that homeless children and youths:
 - a. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

Response:

- *The State Coordinator for Homeless Education collaborates and coordinates with the MDE early childhood care and learning programs, as well as other federally and locally funded preschool programs – Great Start Readiness Program, Head Start and Early Head Start, Title I-A preschools, and other contracted community agency preschool programs.*
 - *Training and technical assistance are provided to SEA early childhood program staff and early literacy program staff, as well as to State and Federal Program Directors, preschool program coordinators, teachers, paraprofessionals and child care regional support offices regarding homelessness among families and children and the process for referring families to support services at all federal, state, regional and local levels.*
- b.** Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and

Response:

- *The State MV Team provides training and technical assistance to LEA MV Liaisons and staff, in coordination with Regional MV Grant Coordinators, on all provisions of the MV Act, ESSA and the USED MV Guidance, including those specifying that students experiencing homelessness must not face barriers to accessing any academic or extracurricular activities for which they are eligible.*
 - *LEA Monitoring of MV programs includes the review of documentation in LEA policies and procedures of the removal of any such barriers, as well as exceptions made in these areas for students experiencing homelessness.*
 - *The State Coordinator has coordinated and collaborated with the MI High School Athletic Association to ensure that they maintain a process for exceptions to their standard policy for students who transfer schools due to homelessness.*
 - *The State MV Team provides training and technical assistance to LEA MV Liaisons and staff, in coordination with Regional MV Grant Coordinators, on all provisions of the MV Act, ESSA and the USED MV Guidance, including provisions related to transportation of students experiencing homelessness to and from school, as well as school activities and extracurricular activities that are school sponsored. This also includes necessary transportation for the parents/guardians of these students.*
- c.** Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs

Response: *The State Coordinator, Regional MV Grant Coordinators and MV contracted Monitors provide technical assistance and training for all LEA Liaisons and staff (including food service staff, enrollment staff and pupil accounting staff) regarding the categorical eligibility of students experiencing homelessness to participate in Federal, State and local nutrition programs (without submission of application). Homeless students (as well as runaway, migrant and foster youth) are directly certified for these programs.*

- vi Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Response: *Training and technical assistance is provided to all LEAs' MV Liaisons and school staff, as well as to MDE early childhood care and education programs, regarding the removal of any enrollment or participation barriers for children and youth experiencing homelessness who lack required health records, birth certificates or documentation of guardianship or residency. Regional MV grant coordinators and LEA MV Liaisons receive training and are provided with state forms and procedures for obtaining any necessary documentation of such documents.*

The State Coordinator for Homeless Education is collaborating with the CCBDG and MDE early childhood programs to initiate licensing regulation revisions to align the State regulations with Federal law in this area, to align with the new ESSA preschool regulations. The Michigan Care Improvement Registry (MCIR) is an Immunization database that tracks the immunizations given to Michiganders throughout life. LEA MV Liaisons and School Nurses collaborate with local offices of the MI Department of Health and Human Services to access the MCIR system to obtain quick documentation for children and youth experiencing homelessness.

The Michigan Revised School Code currently contains multiple provisions to remove barriers to educational access for children and youth experiencing homelessness, but is being reviewed to align with the new ESSA regulations. One goal in the 2017-2020 MV State Activities Plan is to strengthen collaboration across MDE offices to review and revise MDE policies and procedures with regards to removing any existing barriers to the identification, enrollment, participation and success of children and youth experiencing homelessness in the state.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

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A	Measurements of Interim Progress
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APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

See following pages for the following tables:

- A. Academic achievement
- B. Growth
- C. Graduation rate
- D. English language proficiency

A. Academic Achievement

Content Area	Baseline Year	Long Term Goal	Interim Year	Percent of Schools/ Subgroups Meeting Long Term Goal
English Language Arts	2015-16	61.19%	2015-16	25.0%
English Language Arts	2015-16	61.19%	2016-17	32.1%
English Language Arts	2015-16	61.19%	2017-18	37.3%
English Language Arts	2015-16	61.19%	2018-19	42.8%
English Language Arts	2015-16	61.19%	2019-20	48.5%
English Language Arts	2015-16	61.19%	2020-21	54.2%
English Language Arts	2015-16	61.19%	2021-22	59.8%
English Language Arts	2015-16	61.19%	2022-23	65.2%
English Language Arts	2015-16	61.19%	2023-24	70.3%
English Language Arts	2015-16	61.19%	2024-25	75.0%
Mathematics	2015-16	48.57%	2015-16	25.0%
Mathematics	2015-16	48.57%	2016-17	31.4%
Mathematics	2015-16	48.57%	2017-18	36.7%
Mathematics	2015-16	48.57%	2018-19	42.3%
Mathematics	2015-16	48.57%	2019-20	48.0%
Mathematics	2015-16	48.57%	2020-21	53.8%
Mathematics	2015-16	48.57%	2021-22	59.5%
Mathematics	2015-16	48.57%	2022-23	65.0%
Mathematics	2015-16	48.57%	2023-24	70.2%
Mathematics	2015-16	48.57%	2024-25	75.0%
Science	2015-16	29.52%	2015-16	25.0%
Science	2015-16	29.52%	2016-17	26.2%
Science	2015-16	29.52%	2017-18	31.8%
Science	2015-16	29.52%	2018-19	37.9%
Science	2015-16	29.52%	2019-20	44.3%
Science	2015-16	29.52%	2020-21	50.8%
Science	2015-16	29.52%	2021-22	57.3%
Science	2015-16	29.52%	2022-23	63.6%
Science	2015-16	29.52%	2023-24	69.5%
Science	2015-16	29.52%	2024-25	75.0%
Social Studies	2015-16	36.96%	2015-16	25.0%
Social Studies	2015-16	36.96%	2016-17	27.4%
Social Studies	2015-16	36.96%	2017-18	32.9%
Social Studies	2015-16	36.96%	2018-19	38.9%
Social Studies	2015-16	36.96%	2019-20	45.1%
Social Studies	2015-16	36.96%	2020-21	51.4%
Social Studies	2015-16	36.96%	2021-22	57.8%
Social Studies	2015-16	36.96%	2022-23	63.9%
Social Studies	2015-16	36.96%	2023-24	69.7%
Social Studies	2015-16	36.96%	2024-25	75.0%

B. Growth

Content Area	Baseline Year	Long Term Goal	Interim Year	Percent of Schools/ Subgroups Meeting Long Term Goal
English Language Arts	2015-16	54.94%	2015-16	25.0%
English Language Arts	2015-16	54.94%	2016-17	31.7%
English Language Arts	2015-16	54.94%	2017-18	37.0%
English Language Arts	2015-16	54.94%	2018-19	42.6%
English Language Arts	2015-16	54.94%	2019-20	48.2%
English Language Arts	2015-16	54.94%	2020-21	54.0%
English Language Arts	2015-16	54.94%	2021-22	59.6%
English Language Arts	2015-16	54.94%	2022-23	65.1%
English Language Arts	2015-16	54.94%	2023-24	70.2%
English Language Arts	2015-16	54.94%	2024-25	75.0%
Mathematics	2015-16	55.97%	2015-16	25.0%
Mathematics	2015-16	55.97%	2016-17	29.2%
Mathematics	2015-16	55.97%	2017-18	34.7%
Mathematics	2015-16	55.97%	2018-19	40.4%
Mathematics	2015-16	55.97%	2019-20	46.4%
Mathematics	2015-16	55.97%	2020-21	52.5%
Mathematics	2015-16	55.97%	2021-22	58.6%
Mathematics	2015-16	55.97%	2022-23	64.4%
Mathematics	2015-16	55.97%	2023-24	69.9%
Mathematics	2015-16	55.97%	2024-25	75.0%
Science	2015-16	56.14%	2015-16	25.0%
Science	2015-16	56.14%	2016-17	30.7%
Science	2015-16	56.14%	2017-18	36.1%
Science	2015-16	56.14%	2018-19	41.7%
Science	2015-16	56.14%	2019-20	47.5%
Science	2015-16	56.14%	2020-21	53.4%
Science	2015-16	56.14%	2021-22	59.2%
Science	2015-16	56.14%	2022-23	64.8%
Science	2015-16	56.14%	2023-24	70.1%
Science	2015-16	56.14%	2024-25	75.0%
Social Studies	2015-16	54.95%	2015-16	25.0%
Social Studies	2015-16	54.95%	2016-17	31.3%
Social Studies	2015-16	54.95%	2017-18	36.6%
Social Studies	2015-16	54.95%	2018-19	42.2%
Social Studies	2015-16	54.95%	2019-20	47.9%
Social Studies	2015-16	54.95%	2020-21	53.7%
Social Studies	2015-16	54.95%	2021-22	59.4%
Social Studies	2015-16	54.95%	2022-23	64.9%
Social Studies	2015-16	54.95%	2023-24	70.2%
Social Studies	2015-16	54.95%	2024-25	75.0%

C. Graduation Rates

Cohort	Baseline Year	Long Term Goal	Interim Year	Percent of Schools/Subgroups Meeting Long Term Goal
Four-year	2015-16	94.44%	2015-16	25.0%
Four-year	2015-16	94.44%	2016-17	46.9%
Four-year	2015-16	94.44%	2017-18	50.6%
Four-year	2015-16	94.44%	2018-19	54.4%
Four-year	2015-16	94.44%	2019-20	58.1%
Four-year	2015-16	94.44%	2020-21	61.7%
Four-year	2015-16	94.44%	2021-22	65.2%
Four-year	2015-16	94.44%	2022-23	68.7%
Four-year	2015-16	94.44%	2023-24	71.9%
Four-year	2015-16	94.44%	2024-25	75.0%
Five-year	2015-16	96.49%	2015-16	25.0%
Five-year	2015-16	96.49%	2016-17	47.2%
Five-year	2015-16	96.49%	2017-18	50.9%
Five-year	2015-16	96.49%	2018-19	54.6%
Five-year	2015-16	96.49%	2019-20	58.3%
Five-year	2015-16	96.49%	2020-21	61.9%
Five-year	2015-16	96.49%	2021-22	65.4%
Five-year	2015-16	96.49%	2022-23	68.7%
Five-year	2015-16	96.49%	2023-24	71.9%
Five-year	2015-16	96.49%	2024-25	75.0%
Six-year	2015-16	97.0%	2015-16	25.0%
Six-year	2015-16	97.0%	2016-17	46.6%
Six-year	2015-16	97.0%	2017-18	50.4%
Six-year	2015-16	97.0%	2018-19	54.2%
Six-year	2015-16	97.0%	2019-20	57.9%
Six-year	2015-16	97.0%	2020-21	61.6%
Six-year	2015-16	97.0%	2021-22	65.2%
Six-year	2015-16	97.0%	2022-23	68.6%
Six-year	2015-16	97.0%	2023-24	71.9%
Six-year	2015-16	97.0%	2024-25	75.0%

D. English Language Proficiency

Baseline Year	Long Term Goal	Interim Year	Percent of Schools Meeting Long Term Goal
2015-16	45.74%	2015-16	25.0%
2015-16	45.74%	2016-17	26.9%
2015-16	45.74%	2017-18	32.5%
2015-16	45.74%	2018-19	38.5%
2015-16	45.74%	2019-20	44.8%
2015-16	45.74%	2020-21	51.2%
2015-16	45.74%	2021-22	57.6%
2015-16	45.74%	2022-23	63.8%
2015-16	45.74%	2023-24	69.6%
2015-16	45.74%	2024-25	75.0%

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

Response: Michigan is submitting data using non-student-level data contained on the chart in Appendix C

DRAFT

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

Differences in rates calculated using data other than student-level data

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Rate at which students are taught by an out-of-field teacher	Rate at which students are taught by an inexperienced teacher
Low-income students	3.5%	7.1%	11.5%
Non-low-income students	1.2%	7.6%	8.2%
Difference between rates	2.3%	-0.5%	3.3%

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Rate at which students are taught by an out-of-field teacher	Rate at which students are taught by an inexperienced teacher
Minority students	4.7%	6.7%	12.5%
Non-minority students	1.2%	7.7%	8.6%
Difference between rate	3.5%	-1.0%	3.9%

If the SEA has defined other optional key terms, it must complete the table below.

Response: *Michigan has not defined other optional key terms*

APPENDIX D: ENGLISH LEARNER DATA SOURCES

- Motamedi, J. (2015). Time to reclassification: How long does it take English learner students in Washington Road Map districts to develop English proficiency?, Education Northwest. Available at: http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2015092.pdf
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- Umansky, I. & Reardon, S. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms, American Educational Research Journal, 51, 879-912.

APPENDIX E: ADDITIONAL INDICATOR DATA SOURCES

Sources for Teacher Longevity

- Goe, L. & Stickler, L. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://files.eric.ed.gov/fulltext/ED520769.pdf>
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- Policy Studies Associates. (2005, November 5) Center for Public Education (Washington D.C.) Retrieved on September 8, 2016 from <http://www.centerforpubliceducation.org/Main->

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APPENDIX F: SCHOOL ACCOUNTABILITY REPORT CARD

2016-2017
School Name Report Card
 Address Street
 Address City, State, Zip



OVERALL GRADE

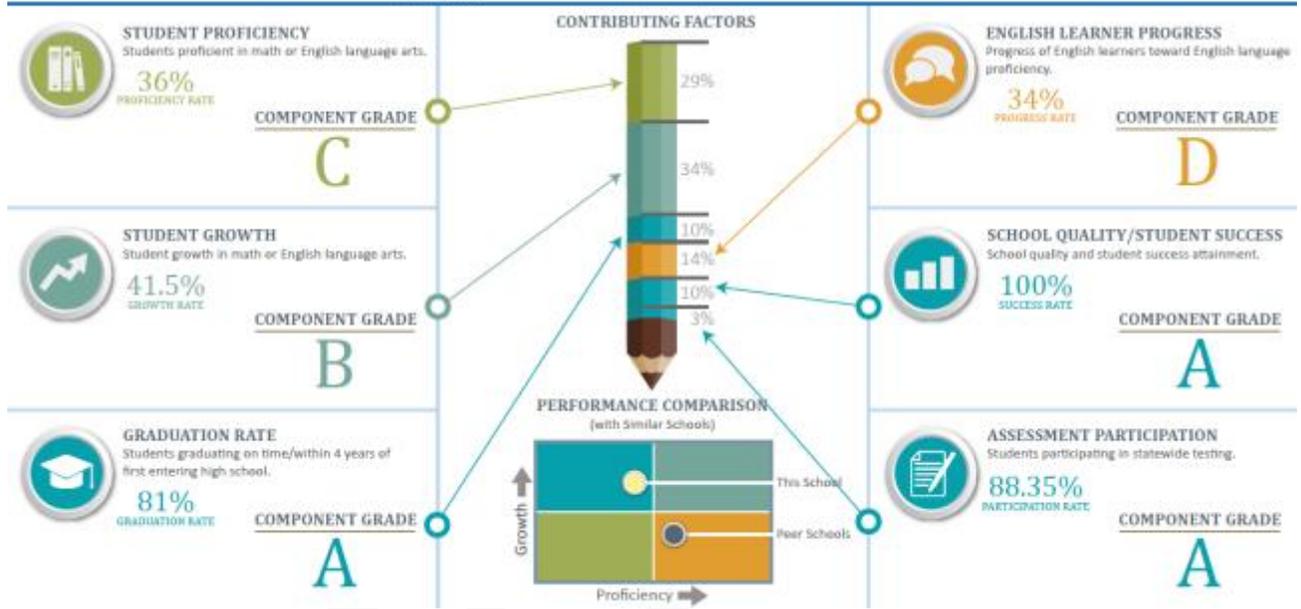
School name performed near average on report card indicators during the 2016-17 school year.



Student Groups Meeting Goals



Label



APPENDIX G – SUMMARY OF STAKEHOLDER ENGAGEMENT ACTIVITIES IN THE DEVELOPMENT OF MICHIGAN’S ESSA PLAN

Stakeholder Engagement Activities in the Development of Michigan’s Every Student Succeeds Act Plan

Throughout the development of Michigan’s Plan for the Every Student Succeeds Act (ESSA), the Michigan Department of Education (MDE) has sought the input and participation of stakeholders in the process. This input has taken many forms, both in-person and virtual, and respondents spanned multiple perspectives representing individuals, organizations, and all regions of the state.

Michigan’s Journey



1 PHASE 1 – STRATEGIC VISION DEVELOPMENT

The initial visioning for Michigan’s ESSA plan began with State Superintendent Brian Whiston’s call for input on the state’s Top 10 in 10 plan – asking respondents to share key priorities and activities needed in order for Michigan to become a top 10 education state within the next 10 years. This work also included a review of the strategies used by states and countries with leading education systems, including the strategies outlined in the National Institute for School Leadership’s *9 Building Blocks for a World Class Education*.

In response to our invitation for ideas, more than 30 education stakeholder organizations presented their ideas to the State Board of Education, with an additional 765 individuals responding to an online public input survey, which generated nearly 4,200 recommendations. State staff pulled this input together to create the Top 10 in 10 guiding goals and principles, approved by the State Board of Education in December 2015. Additional stakeholder input informed the effort to define and refine the

strategies recommended to accomplish the goals. Top 10 in 10 information is available at: www.michigan.gov/top10in10.

Additionally, the State Superintendent convened external stakeholders to serve on three vision committees around the topics of Accountability, Assessment, and School Funding.

Having already received this valuable input throughout 2015-16 through the Top 10 in 10 visioning process, MDE opted not to create a duplicative structure when the ESSA law was enacted, but rather build upon the work already underway through the Top 10 in 10 initiative. The recommendations from each of these efforts formed the starting point for several aspects of the state's ESSA vision and shaped the direction and focus of the ESSA work.

2 PHASE 2 – INITIAL PLAN DEVELOPMENT

This phase is where much of Michigan's ESSA stakeholder activity has taken place. The MDE adopted a multi-pronged approach, meeting with and presenting to large and small groups and organizations throughout the process. An overview of these activities is described below.

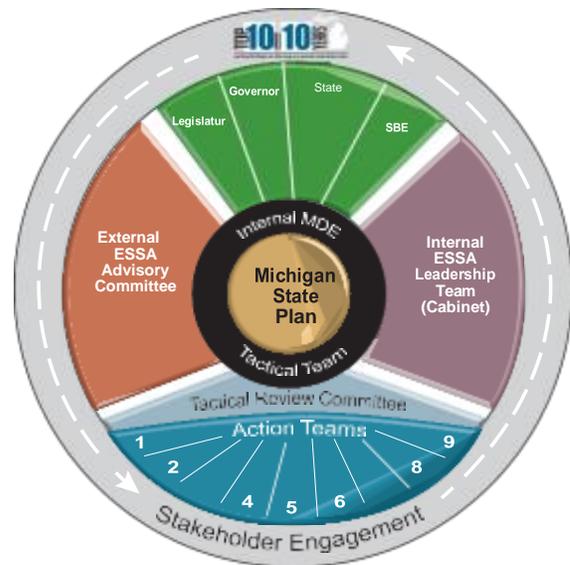
2.1 EXTERNAL STAKEHOLDERS INVOLVED IN FORMAL PLAN DEVELOPMENT AND REVIEW

The MDE created a formal structure to oversee its ESSA plan development process, as illustrated in the chart at right.

In addition to the internal review and development structures shown in this graphic, external stakeholders were represented on the nine Action Teams, led by department staff and including both internal and external topical experts, formed to review the new law and make recommendations for several specific aspects of the state plan.

Those Action Teams were:

- [Accountability System – Technical](#)
- [Additional Indicator of School Quality and Transparency Dashboard](#)
- [Assessment Implementation](#)
- [Communications and Outreach](#)
- [Fiscal](#)
- [Innovative Assessment Pilot](#)
- [Teacher and Leader Quality](#)
- [Using Data to Inform Instruction and Leadership](#)



Each Action Team's web page includes a link to background information on the Action Team, its initial charge, and a list of internal and external members of the team, as well as any subsequent reports or recommendations from that team.

The Action Teams met frequently (some as often as weekly), reviewing the committee's charge, related sections of the ESSA law, current practices, and input received through visioning committees, as well as conducting research and discussing options for recommendations to the state plan. As the work continued, the teams developed survey questions seeking broader stakeholder input and reviewed the responses received via those surveys.

External stakeholders also served on two larger committees charged with providing input on the combined recommendations of the Action Teams and the overall state plan. They were:

- The [Tactical Review Committee](#), whose members included representatives from local and intermediate school districts, as well as state organizations representing partners in the educational system, such as school nurses, social workers, librarians, and paraprofessionals, other state agencies, and many others whose expertise spanned multiple aspects of the ESSA plan.
- The [External Advisory Committee](#), comprising representatives of education associations, legislative leaders, the Governor's office, representatives of business and higher education, state advocacy organizations, and other state agencies with primary roles in the state's education system.

The Tactical Review and External Advisory Committees met monthly, initially reviewing and providing input on the overall structure of the work, and later looking at specific aspects of the Action Teams' work, often focusing on one or two topic areas in more depth and providing input to MDE staff.

2.2 PUBLIC COMMUNICATION

One of the first stakeholder engagement efforts was the creation of a new ESSA page on the MDE's website (www.michigan.gov/essa), which was used to share information related to the state's process for developing the plan with the public. Its key sections include: [State Plan Development](#) materials, such as draft recommendations, vision documents, Action Team information and work products, and any presentations made to the State Board of Education; [ESSA Resources](#), including links to the law itself and resources and guidance from MDE and the U.S. Department of Education (USED); opportunities to [Get Involved](#) in the ESSA plan development process by joining virtual focus groups, participating in online surveys, learning of other feedback opportunities, or signing up to receive ESSA updates; and [ESSA Notes](#), which contains archived versions of all ESSA Notes newsletters.

ESSA Notes newsletters, with an email distribution list of more than 3,400 subscribers, were sent whenever new opportunities for feedback or information on the plan development process was available. As the work progressed, a new edition of the newsletter was produced approximately every two weeks. Articles included information related to both state and federal activities and guidance around plan development, updates on opportunities to provide input, and status reports on Action Team activities.

2.3 ROUND ONE STAKEHOLDER SURVEY

As the work progressed and each Action Team developed preliminary recommendations or concepts, broader stakeholder input was sought in the form of an online survey, open for several weeks in August 2016. Notification of its posting was shared via the e-newsletter ESSA Notes, the MDE's weekly communication to schools and districts, the e-newsletter Spotlight on Assessments, and by education partners via notices in their member publications, as well as through staff presentations to the State Board of Education and other organizations. More than 1,100 individuals responded to the survey, which included questions on Accountability, Assessments, Supports for Students and Schools, Teacher and Leader Quality, and Using Data to Inform Instruction related to the ESSA recommendations. Results were analyzed by topic by the Action Team leads, and responses then informed the future direction of the committees' work. Detailed analysis of each survey was made available online:

- [Accountability System-Technical/Additional Indicator of School Quality and Transparency Dashboard \(combined results\)](#)
- [Assessment Implementation](#)
- [Innovative Assessments](#)
- [Supports](#)
- [Teacher and Leader Quality](#)
- [Using Data to Inform Instruction and Leadership](#)

2.4 OUTREACH TO STAKEHOLDERS VIA TARGETED FOCUS GROUPS AND CONFERENCE PRESENTATIONS

Throughout the plan development process, the MDE team was invited to present on ESSA at conferences, association meetings, and other venues. More than 40 presentations to groups ranging from ten people to more than 500 were given. Typically, there was opportunity for attendees to ask questions and provide input to the presenter.

In November, MDE staff led a half-day session with more than 100 members of local school boards to share details of the recommendations and seek input. These responses were shared with the relevant Action Team Lead or staff member for further consideration.

Presentations were made to all of the major education associations, and the State Superintendent provided regular updates and engaged in discussion with association leaders at their monthly Education Alliance meeting.

Several groups with interest in the ESSA plan development approached MDE seeking an opportunity to share input from their members' perspectives. We considered these *targeted focus groups*. These took the form of a meeting with multiple members of the group or organization in attendance, in focused discussion with MDE staff, to learn of their unique interests and concerns and discuss ways in which they might be addressed as part of the ESSA plan. Follow-up meetings with many of the groups will be held during the formal public comment process to outline where/how their input has been incorporated into the final plan or implementation activities. In many cases, additional input during the implementation phase will be sought, to assure continued alignment.

Groups with specific interest in meeting to discuss their feedback on ESSA included school librarians, representatives of Michigan’s Math and Science Center Network, arts education associations, student advocacy groups, parents of and organizations representing foster and homeless youth in the state, Michigan’s 12 federally recognized tribes, and several civil rights organizations (the latter two described in more detail below).

The MDE has committed to ongoing dialog with representatives of these various groups throughout the implementation phase of the ESSA plan.

2.5 TRIBAL CONSULTATION

Federally recognized tribal organizations are listed as one of the groups for whom engagement and consultation is required. This fit well with a developing Indigenous Education Initiative (IEI) that had recently been convened within the Department and the Governor’s 2012 executive order requiring each state agency to identify a liaison to coordinate departmental efforts related to Tribal-State affairs. Members of the ESSA planning team worked with the liaison and the IEI staff to convene several consultation meetings with representatives from Michigan’s 12 Indigenous tribes and their education associations, and through this process have created agreement to continue working together to provide guidance to state education agency (SEA) and local education agency (LEA) staff regarding ESSA consultation requirements and service to Native American children and their families.

As a results of these preliminary discussions, MDE has taken the following actions:

- Integrated references to tribal education departments throughout all foundational plan documents, to represent this commitment;
- Committed to quarterly consultation between the SEA and the federally recognized tribes;
- Committed to developing processes to engage in 1:1 consultation between the SEA and each federally recognized tribe individually;
- Adopted as guidance the Confederation of Michigan Tribal Education Directors “Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act,” with plans to use this as the core document to motivate consultation work between the SEA and the tribes as well as LEAs and tribes.

2.6 W.K. KELLOGG AND STEELCASE FOUNDATION GRANTS TO SUPPORT OUTREACH AND ENGAGEMENT EFFORTS

In partnership with the Council of Michigan Foundations (CMF), MDE sought grant funds from Michigan-based foundations to support the ESSA plan development process. The W.K. Kellogg Foundation awarded CMF/MDE \$175,000 and the Steelcase Foundation provided a \$10,000 match to foster stakeholder engagement efforts around ESSA and Michigan’s Top 10 in 10 initiative, with a focus on outreach to parents and traditionally underserved communities and groups. Because of the timing of the awards, much of MDE’s stakeholder engagement was already underway when the funds were received, so the funds are planned to be used for stakeholder engagement during the implementation phase of the plan, as well as in the later stages of plan development.

The MDE and CMF have contracted with Lansing-based Public Policy Associates to assist in these targeted outreach efforts. Details of these activities are described throughout this report.

2.7 CIVIL RIGHTS AND SCHOOL JUSTICE ORGANIZATIONS

Recognizing the importance of engagement with civil rights organizations in the development of the ESSA plan, the MDE used a portion of the grant funds provided through the W.K. Kellogg and Steelcase Foundations to partner with Public Policy Associates to convene a focus group of representatives from multiple civil rights organizations throughout the state. The draft recommendations were shared with the group, and MDE staff engaged in facilitated dialog with attendees to discuss their overall thoughts on improving the state's educational system and feedback on the draft plan. Following the discussion, participants were asked to prioritize areas of focus from the ideas generated during discussion. A key topic of discussion was the importance of increasing student voice and stakeholder participation and access to decision-making processes, coupled with a strong passion to break down silos within state government entities to coordinate mutual areas of work with students and their families.

At their request, all meeting attendees were added to the ESSA Notes email list, and invited to take part in future opportunities for stakeholder input. In direct response to this discussion, MDE added the collection of student suspension and expulsion data to its proposal for the transparency dashboard recommendation, and will be seeking additional feedback from these groups during the development phase of the transparency dashboard. On a broader scale, MDE leadership has begun outreach to other state agencies to facilitate increased partnership in certain areas of work, including the Partnership District concept.

Civil Rights organizations also provided input through the Michigan Students Succeed Coalition, a coalition of multiple state organizations (including civil rights and student advocacy groups) formed to share collective input on the ESSA plan. MDE staff, including the State Superintendent and Deputy Superintendent, met with representatives of the Coalition during the second phase of stakeholder input to discuss more detailed aspects of the plan recommendations and seek input from group members. A summary of this discussion was shared with MDE leadership and in addition to being considered for ESSA plan development, will be used to guide the department's work going forward, with the goal of continued engagement.

2.8 PARENT SURVEY

In partnership with an ongoing Student Voices initiative within MDE's Office of Education Improvement and Innovation, MDE partnered with YouGov to conduct a survey that ran during October-November 2016, aimed at parents of P-12 students, seeking thoughts and input on issues that related to aspects of the ESSA plan. The opportunity to participate was shared via ESSA Notes and the ESSA webpage, as well as directly to those who volunteered for the Parent virtual focus group and shared by stakeholder organizations. Additionally, the opportunity was reported in several media outlets. More than 1,700 Michigan parents of children under 18 responded. Parents were asked for their opinions on what is needed for their student to receive a great education, information deemed important to determine school quality, thoughts on why some schools are underperforming, who is responsible for student academic achievement, equity of distribution for education resources across the state, level of understanding of education terms and concepts, confidence with their own child's school, and opinions

and use of results on statewide assessments. An analysis of that survey was provided to the MDE, in which responses were reported both in aggregate, as well as compared across income levels and noting where responses varied across those groups.

This analysis was provided to MDE in December and was shared with Action Team Leads and other MDE staff, including those working on the ESSA plan. One of the findings of the survey was that responding parents supported the concept of MDE placing emphasis on helping teachers and aligning resources to support schools deemed as low-performing, which aligns well with the Partnership District concept. Additionally, respondents listed as most important to school quality: school safety; student achievement as determined by graduation rates, post-secondary enrollment, and the presence of art and music classes. This input, along with that received from other stakeholder groups, led to the addition of *time spent in arts, music, and physical education courses* as one of the components of the school quality and student success accountability indicator, and the consideration of other factors for inclusion on MDE's proposed Transparency Dashboard.

2.9 STATE BOARD OF EDUCATION

Throughout the plan development, information has been shared with and input gathered from members of the State Board of Education (SBE) via weekly email updates on ESSA plan development activities and formal presentations at SBE meetings. There will have been six presentations to the SBE, culminating in the presentation that will serve as the start of the official public comment period for Michigan's draft plan. Additionally, the ESSA vision and plan have been discussed at the SBE's Annual Retreat, at an orientation session for newly-elected members, in multiple discussions with individual board members, and during a special meeting convened just prior to the launch of formal public comment. This special meeting on February 6, 2017 provided more detailed information about the proposals to board members, answered their questions about the plan and timeline, and garnered feedback to inform the final draft. The 30-day formal public comment period will launch just after the February 14, 2017 presentation of the draft plan to the SBE.

2.10 LEGISLATIVE AND EXECUTIVE BRANCH INVOLVEMENT

State legislative leadership, as well as chairs of the House and Senate education policy committees and education-related appropriations subcommittees, were invited to join the ESSA External Advisory Committee (EAC), which convened monthly to review and provide input on the ESSA plan. Several legislators or their designees participated regularly in these meetings.

Other legislative engagement involved the State Superintendent or Deputy Superintendent (ESSA Lead) providing testimony on various aspects of ESSA or the ESSA components to legislative committees, as well as numerous one-on-one meetings with legislators by the State Superintendent and MDE staff. More of these opportunities are planned throughout the ESSA public comment and implementation periods.

Throughout the plan process, the State Superintendent met regularly with the Governor and his education advisors, providing updates on aspects of the vision and plan and seeking input and feedback. A member of Governor Rick Snyder's team also served on the External Advisory Committee and provided regular feedback verbally and in writing.

Additionally, the Deputy Superintendent, serving as the ESSA lead, met monthly with the governor's education advisor to discuss the ESSA process and key components of the plan.

3 PHASE 3 – PLAN DEVELOPMENT

This phase included refining of the initial recommendations, based on previous information and input received and the work of the Action Teams. At this point, Action Teams had developed preliminary recommendations for each aspect of the ESSA plan, and sought additional feedback from stakeholders to solidify the recommendations to the MDE leadership and State Superintendent.

3.1 FEEDBACK FORUMS

As various aspects of the plan developed, MDE partnered with intermediate school districts (ISDs) across the state to host regional [Feedback Forums](#) at six ISD locations. In addition to sharing this information by usual methods, ISDs also issued press releases within their communities, and several media outlets shared the information in their publications. All interested members of the public were invited to attend and more than 400 individuals did so, with additional people viewing the livestream video of one of the events, or watching the [archived video](#) at a later date.

At the forums (which ranged from two to six hours long), a [detailed overview](#) of the draft recommendations for Accountability, Assessments, Supports, and Educator quality components of the ESSA plan was presented to attendees, who were then invited to ask questions and share feedback with MDE staff. At several sessions, MDE topical experts were on hand for one-on-one discussions or to lead focused discussion with smaller groups.

These comments and questions were compiled and provided to Action Team leads to inform the next phase of recommendations and plans for implementation. The compiled questions became the basis for an online [ESSA FAQ document](#), which MDE plans to update as this work proceeds.

3.2 ROUND TWO STAKEHOLDER SURVEY

Following the feedback forums, all stakeholders were invited to provide feedback on the ideas and concepts presented at the forums, which comprised the plan component recommendations to-date. Again, members of the public were notified of these options via the ESSA Notes newsletter, through notices in MDE's various communications to the education community, announcements at State Board of Education meetings, and targeted outreach through partner organizations.

The survey was open December 2016-January 2017. Survey options included: five detailed topical surveys on the topics of Assessment, Accountability, Supports for Students and Schools, Educator Quality, and Supports for Special Populations, aimed at those who had attended a feedback forum or viewed the archived video; a general, less detailed survey for those who had not; and an open-text option for those who wanted to share general input on ESSA outside of the survey structure. Emailed feedback, questions, and comments were also accepted. More than 950 responses were received to the combined surveys. Detailed summaries of those responses can be found on the [ESSA website](#).

3.3 VIRTUAL FOCUS GROUPS

Parents, teachers, and paraprofessionals were invited to join virtual focus groups to discuss and provide input on the ESSA plan. These sessions, convened by Public Policy Associates, with support from the W.K. Kellogg and Steelcase Foundation grant funds, provided opportunity for more than 100 individuals to participate in moderated online discussions over several days with fellow parents, teachers, or paraprofessionals, providing input and sharing feedback on multiple aspects of the ESSA recommendations. Questions were targeted to the unique perspectives of each focus group, and discussion in each session varied, based on the initial responses of participants. Participants' feedback will be used to further refine the ESSA plan recommendations and implementation processes.

4 PHASE 4 - IMPLEMENTATION

4.1 PLANS FOR ONGOING STAKEHOLDER ENGAGEMENT THROUGHOUT IMPLEMENTATION

Through the implementation phase of ESSA, MDE plans to continue seeking stakeholder input. Though the Action Teams and Advisory Committees will be phased out with the submission of the final plan, the need for stakeholder feedback will continue. Implementation Teams will be convened around multiple aspects of the plan, to facilitate a smooth transition from NCLB to ESSA throughout the state. External stakeholders will inform and aid in these efforts in multiple ways. Through the connections that were built and strengthened throughout the ESSA plan development process, MDE is well positioned to begin this work, with the support and assistance from our many partners.

In addition to the implementation teams, MDE's work on stakeholder outreach and engagement through the funds provided by the W.K. Kellogg and Steelcase Foundation grants will continue into the implementation of the ESSA plan. Plans to hold regional community forums following submission of the final plan are in the works now. These events, hosted in partnership with local community foundations, will help inform and guide the MDE's ESSA transition and implementation planning efforts and the development of technical assistance materials.

Outreach to parents, particularly those in previously low-performing schools, through targeted focus groups will also take place in the transition and implementation period.

Communication to schools, districts, and other stakeholders regarding policy changes resulting from the transition to ESSA will be regular, and informed by input received throughout the process.

5 PHASE 5 - CONCLUSION

The MDE looks forward to this continued work and invites all interested stakeholders to continue to support these efforts by providing feedback on the ESSA Plan during the formal public comment period.

Please visit the [ESSA website](#) or email us at MDE-ESSA@Michigan.gov.

Appendix A: Involvement of Required Stakeholders in the ESSA Plan Development Process

ESSA requires engagement and consultation with representatives of the following groups. Below is a brief summary of ways in which each has participated or had opportunity to be involved in the plan development process.

All stakeholders: Had the opportunity to respond to multiple online surveys and attend or view one of the seven regional Feedback Forums.

State Board members: See State Board of Education section 2.9 above

Principals: School building principals served on several of the ESSA Action Teams. Additionally, leaders of state associations representing elementary, middle, and secondary school principals served on the External Advisory Committee.

Teachers: Teachers served as members of several of the ESSA Action Teams. Additionally, multiple representatives of Michigan's two major education labor unions served on the External Advisory and Tactical Review Committees. Opportunities to participate on Virtual Focus groups were shared via the MEA newsletter.

Service professionals, paraprofessionals, specialized instructional support personnel: Several paraprofessionals were included on the Tactical Review Committee and their voice was represented by the major education labor unions on the External Advisory Committee. Paraprofessionals were invited to participate in the paraprofessional virtual focus group sessions.

Representatives of school districts: Schools districts were represented in numerous ways throughout the process. Local education agency (LEA), public school academy (PSA), and intermediate school district (ISD) administrators, educators, board members, and staff participated on Action Teams and the External Advisory and Tactical Review Committees. MDE staff presented to and sought feedback from representatives through conferences, organization board meetings, and other small group meetings throughout the ESSA plan development process.

Private school officials: The Executive Director of the Michigan Association of Non-Public Schools served as a member of the External Advisory Committee, and is a member of the Michigan Education Alliance, which received monthly updates on ESSA from the State Superintendent. Additionally, MDE staff consulted with representatives from non-public schools in the creation of the position description for the private school ombudsman required under ESSA to support students and families being served by non-public schools in the state.

Local elected officials: LEA and ISD board members served on Action Teams and on the External Advisory and Tactical Review Committees. A half-day session for local school board members was part of the Michigan Association of School Boards' conference in November 2016, at which MDE staff shared the ESSA recommendations and sought input.

Parents: Parents served on several Action Teams and were represented through member organizations on the External Advisory Committee. MDE staff met with other parent groups to shape the stakeholder engagement activities. A Parent Virtual Focus group was created and a survey for parents was developed (both described in the main report). MDE staff also shared information with several organizations representing parents of students with disabilities and English learners, and other special populations. See also section 2.8 regarding outreach to parents in partnership with the YouGov survey. Additional focused parent outreach is planned during the implementation phase of our ESSA work.

Secondary students: MDE staff met with or presented to several groups of students during ESSA plan development, including students previously in the foster care system. Students had opportunity to respond to ESSA online surveys and attend Feedback Forums.

Community-based organizations: Representatives of several community-based organizations served on Action Teams and on the Tactical Review Committee. All had opportunity to respond to ESSA online surveys and attend Feedback Forums. Further outreach and discussion is planned in the implementation phase of the Partnership District model.

Civil rights organizations: Please refer to Civil Rights and School Justice Organizations section 2.7 above.

Institutions of higher education: The state organizations representing both public and private colleges and universities, as well as community colleges in the state, served on the External Advisory Committee. Additionally, representatives of institutions of higher education and their educator preparation institutions and a community college board member were represented on the Tactical Review committee.

Tribes: Please refer to Tribal Consultation Section 2.5 above.

Business/Employers: Representatives from of the Michigan Chamber of Commerce and several local Chambers of Commerce, as well as several other state and regional business advocacy groups, were invited to serve on the External Advisory and Tactical Review Committees.

Governor's Office: Please refer to Legislative and Executive Branch section 2.10 above.

State legislators: Please refer to Legislative and Executive Branch section 2.10 above.

General public: Served on Action Teams and the Tactical Review Committee.

Confederation of Michigan Tribal Education Directors

Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act

Background: The Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act of 1965. Previously known as the No Child Left Behind Act (NCLB), this reauthorization gives more freedom to states to implement standards and accountability. Please visit <http://www.ed.gov/essa> for more information. Passage of the Every Student Succeeds Act (ESSA) in 2015 marks a major change in education of the United States. Furthermore, there are additions which specifically impact Tribal Nations.

- Approval of the first phase of the Navajo Nation's alternative accountability system, which provides the tribe with the authority to implement uniform standards, aligned assessments, and alternative measurements of student success across its schools in multiple states; and
- A tribal consultation requirement to local education agencies and states; and
- Two new rounds of federal grants totaling nearly \$25 million to support native youth and educators.

For several generations, tribal leaders and Native education stakeholders have urged policy makers to work collaboratively with tribes. The Every Student Succeeds Act allows educational stakeholders to enter a new era of education, one that requires timely and meaningful tribal consultation. Meaningful tribal consultation, both in process and the product, is the foundation that will best support Native students. It would be helpful if states and districts approach consultation in the context of developing a mutually respectful relationship among tribes and localities. A key component in working with tribal representatives and supporting Native youth is trust.

Concern: As part of ESSA's new tribal consultation requirements and funding increases, how are Local Education Agencies, State Education Agencies & Higher Education Institutions coordinating with Tribal Nations to implement a successful transition?

Why Consult with Tribes?

Tribes are not merely a homogenous minority group, but as sovereign nations, maintain a unique political status and should be dealt with accordingly. With tribes, the fundamental basis of required consultation is recognition of Tribal sovereignty. Over the years, the federal government has refined the obligation to interact with Tribes on a government-to-government basis in a series of laws, amendments to existing laws, and executive orders, all of which direct agencies to engage in consultation with Tribes. Today, the government-to-government relationship with Tribes has evolved to the point where consultation on a government-to-government basis is not only the law, it is considered sound management policy and the right way for the United States to conduct business.

Following suit, the State of Michigan has institutionalized tribal consultation. There have been two Executive Orders issued pertaining to tribal consultation. These include Governor Granholm's Executive Directive 2004-05, and Governor Snyder's Executive Directive 2012-02. The Confederation of Michigan Tribal Education Directors' position is that tribal consultation between the Michigan Department of Education is non-negotiable and should always occur whenever Native students are impacted. In addition to inclusion in the State ESSA Implementation Plan to the federal government, the 12 federally recognized tribes would like to collaborate on a 10 year strategic plan for tribal education consultation with the Michigan Department of Education as mandated by Governor Granholm's Executive Directive 2004-05.

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Leverage Tribal Leadership Through Consultation

Through self-determination, Indian tribes have an inherent right to self-governance, which means tribes are provided greater power to manage local governments and local issues that affect tribal citizenship. As sovereign nations, Indian tribes exercise inherent autonomy over education, which includes control in local schools, the development and administration of culture-based curriculum, and the presence of advisory councils. Since federal funding is allocated to states to collaborate with tribes, there must be strict guidance throughout the process to ensure Native voice is included in decision-making.

Similarly, in ESSA, under Section 8538, districts are required to consult with Indian tribes or tribal organizations prior to submitting a plan for a covered program under ESSA. It is critical that meaningful consensus-based decision making is a core component when implementing ESSA as it relates to Native students. However, without a distinct tribal state policy consultation, Native perspectives will be left out of the important process of developing local and state plans. As such, we strongly encourage the state of Michigan and local districts to define meaningful consultation with tribal leaders.

Below are core components of meaningful tribal consultation, many of which ED has outlined in its “Consultation and Coordination with American Indian Alaska Native Tribal Governments” policy:

- Consultation is meaningful when it occurs at the earliest possible stage, prior to the development of a program, initiative, or policy to ensure that tribal views are integrated.
- Tribal Consultation is most effective when it is seen and understood as a process that requires continuous input and discussion.
- True consultation is based on open communication and coordination that actively seeks and considers the views of all participants, and then seeks agreement on how to proceed.
- The process of meaningful consultation is equally as important as the product of consultation. If tribal input is not reflected in how education programs and services are administered to Native students, then we have missed a great opportunity in supporting our nation’s most vulnerable youth.
- Establishing a minimum set of requirements and expectations with respect to consultation along with establishing measurable outcomes are necessities for meaningful consultation.

For far too long, education has “happened” to Native people. It is important, especially in the State of Michigan where two Indian boarding schools were in operation, one as recently as 1983, that we move toward educating Native people in Michigan in more just and equitable ways. One step to shifting this relationship between tribes and education is to engage with tribes on government-to-government terms on any and all issues where they will be impacted and move beyond the longstanding history of omitting tribes from decision-making power over their education.

Successful tribal consultation also takes into consideration the timelines that need to be in place in order for tribal representatives engaged in consultation to have time to communicate with our Tribal leaders or Legal departments, if needed. Approaching consultation from an Indigenous understanding of what “consultation” means is of utmost importance. The Indigenous understanding of being in a relationship is predicated upon respect and reciprocity. Therefore, collaboration vs. consultation is of much more value when putting emphasis on the inclusion of all tribes. At the local level, it is important

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for LEA's to consider which tribes have a service area that covers their institutions. Many tribes have overlapping service areas and may require LEA's to work with multiple tribes to reach consensus. This may be tribal education directors or tribally elected officials, but should be up to the tribes to choose who represents their voices in the process of consultation. Tribal parents should also be in the consultation & collaboration processes.

Determining the Current Educational Landscape

In order to meaningfully support Native students, the current landscape of ESSA implementation on the state, district, and school levels must be identified. It is vital to determine key contacts to develop and maintain a strong Native voice during the implementation process of the entire law (even if the contacts are not formally on the ESSA workgroup). Under ESSA, the "Indian section" or Title VI is not the only portion of the legislation that affects Native Students. Topics such as accountability, assessments, and interventions affect Native students directly. A great resource for states and districts to reference is ED's Frequently Asked Questions document that provides states and districts basic information on tribal consultation as outlined in ESSA. Considering that Native students are assessed by the same criteria as non-Native students nationally, Native input is vital in addressing state plans, accountability systems, assessments, and interventions of low-performing students and schools. Key questions to think about include:

- Does Michigan have an Indian Education Department or full-time position in Indian education dedicated to facilitating ESSA requirements?
- What is the contact information for Michigan's Tribal Liaisons for each department?
- Do Tribal Liaisons meet regularly with Tribal Leaders?
- Are there professional development trainings for the MDE staff to understand tribal sovereignty and how it may affect job duties?
- Is there an active Indian Education Association in Michigan?
- Are there Native representatives on the ESSA working group?
- How are tribal leaders being informed about ESSA?
- Have you reached out to tribal education departments/ tribal education agencies to understand their ESSA implementation status?
- In what ways have you meaningfully consulted with tribal leaders and tribal organizations regarding key provisions under ESSA, such as the state development plan, accountability systems, assessments, and interventions for low-performing students and schools?

Why is this important?

Although ESSA is geared towards K-12 students, the impact it will have on Higher Education Institutions could be beneficial. In addition to State Tribal Educational Partnerships (STEP) Grant and Native Youth Community Project (NYCP) college & career readiness grants, the Indian Professional Development Program is designed to prepare and train Indians to serve as teachers and school administrators. Professional development grants are awarded to: increase the number of qualified individuals in professions that serve American Indians; provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and improve the skills of those qualified American Indians who already serve in these capacities.

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Utilizing Collaborative Agreements such as MOU/MOA's

Collaborative agreements will help entities in several ways, such as determining accredited language revitalization, recruitment, data sharing, providing successful Tri-lateral models, meeting federal reporting mandates and timelines, and ensuring site equality.

Additional topics of interest for formalization and discussion include:

1. How will the department look at issues of districts that may have submitted consolidated applications for funding?
2. How will we increase access and notification to tribal education departments around equitable access to resources and individuals?
3. How will we braid federal Title funding; such as TITLE I, III, and VI?
4. How will we utilize Title I parent and family engagement funding to support schools in training staff regarding engagement strategies?
5. How will we allocate parent and family engagement funding for sub granting to schools to collaborate with community-based organizations that have a track record of improving family engagement and strengthening Native student success?
6. How can we work on restructuring TITLE III language to recognize Native language revitalization, additional tutoring, etc.?
7. How can Tribes coordinate with the SEA and LEA's to implement strategies of incorporating eagle feathers in the graduation of Native American students under Title VI?
8. How will we work to address FERPA issues around sharing student information?
9. How do we structure the collaborative meetings to share data and maximize its use for students?
10. How do we craft professional development services that are not based on ethnicity, but around a tribe's sovereign nation status?
11. How might we incorporate current successful tribal state partnerships? (digital badging, language accreditation, curriculum development)
12. How might we engage the higher education and teacher preparation institutions in meetings and conversations?
13. How do we build on previous agency successes in government-to-government collaborations?

Evaluate Progress

After establishing a clear understanding of an ESSA implementation system among tribal, state, and local entities, strategies must be developed to measure and monitor performance to ensure success. The evaluation strategies should be monitored collectively, encouraging ownership over each step of the consultation process to ensure all stakeholders are striving towards a consensus. Throughout the evaluation process it will be critical to bring stakeholders together again to address challenges and provide technical assistance in order to strengthen and formalize relationships. This consultation process should not be linear or stagnant. Consultation is not a single step process, it must be utilized multiple times to collaborate and monitor progress. Effective and ongoing evaluation is critical as states

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and districts work to develop and strengthen processes and policies to facilitate meaningful tribal consultation. If tribal input is not reflected in how educational programs and services are administered to Native students, then we have missed a great opportunity in supporting our nation's most vulnerable youth.

Below are critical components of the evaluation process that states and districts are encouraged to incorporate:

- Establish a minimum set of requirements and expectations with respect to consultation.
- Establish measurable outcomes for meaningful consultation.
- Ensure everyone involved understands the objectives of each meeting and the purpose of consultation.

Questions that should guide evaluation include:

- How was outreach conducted to reach groups or individuals whose views have not traditionally been recognized?
- Was the information provided relevant, produced in plain language, and easy to understand?
- Are all consultations accessible and welcoming?
- Did all participants have the opportunity to add their value to the meeting?
- What kind of follow-up was provided after the meeting?
- Did the consultation meeting change the relationship among participants?

Follow Up and Close the Loop

When a decision about policy issue is reached, it is critical that states and districts make available a written explanation of the outcome of the consultation process. For regulatory actions, the outcomes of the consultation process need to be addressed in the preamble to the regulatory document. The written explanation will include the reasons for accepting or rejecting suggestions from the Native community. The timing of this response may vary, depending on the state law that applies in each case, and will be determined based on the form of the proposed policy. For ongoing issues identified during regular and case-by-case consultation, states and districts will provide the appropriate parties with periodic status reports.

Conclusion

Through the inclusion of the above recommendations and strategies, states and districts will help ensure that ESSA implementation better addresses the needs of Native communities and Native students. Matters of culture, language, cognition, community, and socialization are central to Native learning. The coordination and collaboration between various stakeholders will allow Native students to have the best opportunity to develop their own identities, traditional knowledge, modern skills, and self-worth. These elements will undoubtedly lead to social and academic success.

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The Confederation of Michigan Tribal Education Directors appreciates the Departments full consideration of these suggested guidelines for tribal consultation.

June Smith, Lac Vieux Desert
Yvonne Parsons, Little River Band Ottawa
Jannan Cotto, Chair, Little Traverse Bay Band
Amy St. Arnold, Keweenaw Bay
Anna Larson, Treasurer, Hannahville
Lisa Moran, Sault Ste. Marie Tribe

Jennie Heeren, Gun Lake Band
Melissa Montoya, Secretary, Saginaw Chippewa
Geraldine Parish, Bay Mills
Sam Morseau, Vice-Chair, Pokagon Band
Andrea Rainer, Huron Band
Melissa Alberts, Grand Traverse Band

This guide is a collaborative work from National Indian Education Association, Tribal Education Directors National Assembly, Confederated Michigan Tribal Education Directors, and Michigan Department of Education and should be viewed as a living document.

Patel, D. & Cournoyer, D. (2016) NIEA: Tribal State Consultation Guide

APPENDIX H – SUMMARY OF CHANGES MADE

Summary of stakeholder feedback received during action team/consultation process and changes made as a result

Original ESSA Proposal from ACCOUNTABILITY SYSTEM-TECHNICAL/ADDITIONAL INDICATOR Action Teams	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
Blended proficiency/participation rate	Stakeholders were split on how to handle low participation	1 st round survey	None. The inclusion of 95% or the number of students assessed (whichever is greater) in the achievement calculations is an ESSA requirement.
Weighting of components	Wide range of perspectives dependent on stakeholder group.	1 st round survey	None. Proficiency and growth are weighted the heaviest, which typically was in alignment with general stakeholder feedback.
No district level accountability	Members of the general public and parents seem to favor district level accountability	1 st round survey	None. In later surveys, the creation of a district-level transparency dashboard receives support in the absence of district-level accountability.

Original ESSA Proposal from ACCOUNTABILITY SYSTEM- TECHNICAL/ADDITIONAL INDICATOR Action Teams	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
Subgroup size of 30	Some stakeholder groups (civil rights, English Learners, parents) favor a lower subgroup size. Other stakeholder groups believe 30 is too low.	1 st round survey	None. Some analysis has been done on lowering the subgroup size to 10. Raising the subgroup size from 30 would detract from the goals and strategies laid out in the 10/10 initiative as well as require additional justification in the ESSA State Plan.
A-F letter grades	Educators and most education related lobbying groups are against using a letter grade system for various reasons. Typical responses include, it is not an accurate depiction of schools, it is too simple and therefore not transparent, and it is not a fair system. The general public and parents seem to favor letter grades	2 nd round survey	None.

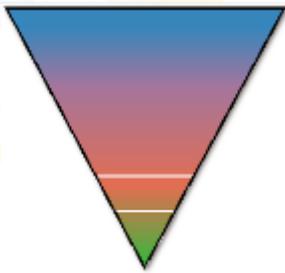
Original ESSA Proposal from ACCOUNTABILITY SYSTEM- TECHNICAL/ADDITIONAL INDICATOR Action Teams	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>Additional Indicator / School Quality and Student Success Dashboard (Transparency) Dashboard</p>	<p>Group felt strongly about including additional indicators of health, safety, culture and climate in addition to those currently collected that can inform parents, staff and administration on non-academic ways of supporting student connectedness to school; social, emotional, and physical health; and ultimately academic and lifelong success.</p>	<p>Additional Indicator/Transparency Dashboard Group</p>	<p>Two indicators (climate/school health student surveys and suspensions of all students) were added to the School Quality and Student Success Dashboard (Transparency) Dashboard recommendation that are not currently collected, but as a new voluntary collection from districts. They were considered key for school quality and student success as well as areas that districts could impact directly.</p>

Original ESSA Proposal from ACCOUNTABILITY SYSTEM- TECHNICAL/ADDITIONAL INDICATOR Action Teams	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
Additional Indicator / School Quality and Student Success Dashboard (Transparency) Dashboard	Access to Technology data is collected at some level from schools currently and group participants indicated the importance of highlighting the level of technology in buildings for families.	Additional Indicator/Transparency Dashboard Group	Added the recommendation of having the available data collection on Technology on the Dashboard.
Additional Indicator / School Quality and Student Success Dashboard (Transparency) Dashboard	Art Access data is collected from schools currently and group participants indicated the importance of highlighting the arts	Additional Indicator/Transparency Dashboard Group	Added the recommendation of having the available data collection on Art Access on the Dashboard.

Original ESSA Proposal from ASSESSMENT IMPLEMENTATION Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>The initial assessment vision called for using a mixture of benchmark and summative assessments in grades 3-8</p>	<p>There was discussion about how we would adequately measure content with only shorter benchmark exams in some grades.</p> <p>The concept of using a longer “comprehensive benchmark” assessment at the end of each grade was discussed as a way of maintaining a summative-like assessment once a year.</p> <p>The suggestion of the comprehensive benchmark removed the need to retain our old summative in any grade for math and ELA.</p>	<p>Education Alliance, District/Local Assessment Experts.</p>	<p>The decision was made to not have any summative assessment in grades 3-7. For those grades we will have a fall benchmark, an optional winter benchmark, and a spring comprehensive benchmark.</p> <p>8th grade will use the PSAT 8/9 as its test for math and ELA.</p> <p>Michigan’s science and social studies assessment will remain as scheduled.</p>

Original ESSA Proposal from ASSESSMENT IMPLEMENTATION Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>The initial vision called for required fall benchmark exams.</p>	<p>There was conversation about if we could make the fall benchmark exams optional as requiring them would be an increase in testing burden.</p> <p>However, if we do not require them schools that opt not to do them would not benefit from the growth indices we want to develop.</p>	<p>Education Alliance, District/Local Assessment Experts.</p>	<p>It was decided to require assessment in the fall and the spring. The winter benchmark will remain optional.</p> <p>The fall benchmark will be shorter than the longer spring comprehensive benchmark exam.</p>

Original ESSA Proposal from ASSESSMENT IMPLEMENTATION Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>Initially the assessment vision noted that we were still considering whether to use a state-designed assessment as our 8th grade summative assessment or to use the College Board's PSAT 8/9 as our summative assessment in grade 8 for ELA and Math.</p>	<p>There was discussion around the pros and cons of going each route.</p> <p>Some groups expressed a desire to use the PSAT 8/9 to extend the runway of students preparing for success on the later SAT.</p> <p>Others opposed the use of the PSAT as it is a norm-referenced exam that is minimally aligned to Michigan standards. Which could put Michigan's middle school content standards at risk.</p>	<p>Education Alliance, Assessment Advisory Committee, Technical Advisory Committee</p>	<p>The decision was made to use the PSAT 8/9 in 8th grade as our high-stakes summative assessment for accountability in English language arts and mathematics.</p>

Original ESSA Proposal from SUPPORTS Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>Presented current Statewide System of Support (SSoS) that provides extensive supports to Priority Districts and Schools and limited support to Focus Districts.</p>	<p>Focus Schools were successful for some students and the state’s services at the district level assumed that there was not much successful going on at Focus Schools. The opinion was that districts should be given the opportunity to address their own moderate challenges before there was MDE interference.</p>	<p>MI Excel Collaborative Partner Meeting</p> <p>MAS/FPS Executive Board Meeting</p> <p>Online survey responses</p>	<p>High performing districts and schools need less attention from MDE and low performing districts and schools need more attention: blue = high performing that need little attention from MDE; purple to reddish = moderate performing that need some attention from MDE (including Targeted Support Schools); green = low performing (eligible for Statewide System of Support services) that need more intensive support from MDE (Comprehensive Support Schools):</p>  <p>SSoS will offer services only to Comprehensive Support Schools.</p>

Original ESSA Proposal from SUPPORTS Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>Presented current SSoS that provides extensive supports to Priority Districts and Schools that are chosen from a menu of options. There is an opportunity to list the data that was used to decide on these options, but no specific process to review the data.</p>	<p>The current SSoS for Priority Schools has a menu of services for districts and schools to choose from. While there is an option for “other” most schools only chose from the listed options.</p>	<p>MI Excel Collaborative Partner Meeting</p> <p>MAS/FPS Executive Board Meeting</p>	<p>Supports and services need to be based on data-demonstrated needs that will be different from district/school to district/school. No one size fits all. Better use of a comprehensive needs assessment should result in interventions that better address challenges.</p>
<p>Proposed conducting a comprehensive needs assessment without mentioning the need to conduct specific Comprehensive Needs Assessment (CNA) for special populations</p>	<p>Each group of the special populations has unique needs (migratory, homeless, etc.,) and ESSA requires SEAs to conduct a CNA to identify these needs and write measurable objectives/targets to address the identified needs</p>	<p>Homeless Ed. Group</p> <p>Migratory Children/youth group</p> <p>EL Advisory</p> <p>Neglected/Delinquent group</p>	<p>State and local plans must coordinate federal funds and include specific objectives for ELs, homeless, neglected and delinquent students which will enable these students to achieve the same state content standards expected of all students.</p>

Original ESSA Proposal from SUPPORTS Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
Proposed providing teacher training on evidence-based practices and assistance with seeking appropriate certification/endorsement	Teachers need to understand students' cultures and their impact on learning/communication styles	Members of the EL Advisory Committee Migrant Parent Leadership Team (stakeholder groups)	SEA and LEAs are expected to differentiate professional learning for teachers to ensure their effectiveness in addressing the academic and unique needs of the special populations.
Original proposal did not emphasize coordination for all special populations	Local directors shared scenarios where special populations did not have access to all federal programs they qualify for	Homeless Ed. Stakeholder group Neglected/Delinquent group EL Advisory	Special populations of students must have access to Title I Part A and early childhood education to secure early intervention and wrap around services

Original ESSA Proposal from SUPPORTS Action Team	Issues or Concerns Raised about Proposal	Stakeholder Group Involved	Changes Made as a Result of Feedback
<p>The MDE common Entrance and Exit Protocol does not address English Learners (ELs) with disabilities (which is a challenge across all states)</p>	<p>Concerns were raised about these students being “locked in” the EL program without an option to exit since current WIDA assessments/alternate assessments are not appropriate for students with severe disabilities (visual, hearing, cognitive)</p>	<p>Online survey EL Advisory Parents Local program directors</p>	<p>English Learners, including those with disabilities, must have standardized entrance and exit procedures that are applied consistently across the state.</p>

Stakeholder Feedback on ESSA from the EDUCATOR QUALITY Action Team

The development of Michigan's ESSA State Plan with regard to educator quality (i.e., Section 5 of the Consolidated State Plan) was an iterative and collaborative process. As suggestions were made within or to the Educator Quality Action Team, the suggestions were considered and incorporated into the plan. Stakeholder feedback external to the Action Team, including surveys and focus groups, was generally supportive of the Action Team's priorities and approach and resulted in only minor changes.

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