



**Michigan's Approach  
to the  
Every Student Succeeds Act**  
Overview of Michigan's Consolidated  
Draft Plan  
2/14/17



## Contents

Guiding Principles: .....	5
Theory of Action: .....	5
Key Components and Major Differences from NCLB.....	5
Michigan’s Top 10 in 10 Strategic Plan .....	6
Stakeholder Engagement.....	7
Overview of Key Areas of Michigan’s ESSA Plan.....	8
1 Supports for Schools and Students.....	8
1.1 Key components of the supports we envision include:.....	8
1.1.1 Partnership districts (most intensive supports).....	8
1.1.2 Using ESSA to Focus on the Whole Child; Revising our Comprehensive Needs Assessment and Planning Process for Districts and School.....	10
1.2 Driving LEAs Toward Evidence-Based 10 in 10 Practices, While Allowing Space for Innovation.....	10
1.3 More Flexibility for LEAs, Based on Results of CNA and Impact Data .....	11
1.4 Reduced Reporting Burden and Administrative Burden for LEAs .....	11
1.5 Government to Government Consultation.....	11
1.6 Supports for Special Populations .....	11
1.7 Title IV Block Grant: .....	12
1.8 Early Childhood Integration .....	12
2 Educator Quality .....	13
2.1 Cultivating and building strong partnerships between specific LEAs and educator preparation program providers. ....	13
2.2 Ensuring that educators have strong, supported transitions from their preparation programs through their early years in the profession.....	13
2.3 Providing relevant, evidence-based professional learning and development for career educators .....	13
2.4 Developing career pathways to expand the reach of highly effective teachers and leaders while providing opportunities to retain them in classrooms and buildings.....	14
3 Accountability .....	15
3.1 A-F Grading System.....	15
3.1.1 Projected Distribution of Schools .....	15
3.1.2 Subgroups .....	16
3.1.3 Mock-up of proposed school report card.....	16

3.2	The Importance of a Transparency Dashboard.....	17
3.2.1	Transparency Dashboard Elements .....	17
3.3	An Alternate Accountability System .....	17
	Comprehensive Support, Targeted Support, and Additional Targeted Support .....	18
4	Assessment .....	19
4.1	System Overview.....	19
4.2	Implementation considerations at this time include:.....	19
4.3	Flexibility .....	20

Note: This overview summarizes key components of [Michigan’s ESSA plan](#). Please note that the numbered sections of the overview do not correspond directly to the sections in the Consolidated Plan itself.



# Michigan's Approach to the Every Student Succeeds Act (ESSA)

## Plan Overview

Since May 2016, Michigan has been engaged in the development of our Every Student Succeeds Act (ESSA) plan. This plan overview describes [Michigan's ESSA plan](#), which was designed to implement and support the priorities established via Michigan's [strategic plan](#) to become a Top 10 education state within 10 Years. Michigan's ESSA plan was developed through engagement and consultation with representatives from local education agencies (LEAs), schools, and intermediate school districts; Michigan's twelve federally recognized tribal education departments; education organizations, teachers, parents, students, business leaders, community members, and foundations.

## Guiding Principles:

- At the core of our plan are Michigan's children—their opportunity to learn, to access excellent educators and meaningful supports, and to successfully transition to college, career, and life after their birth- grade 12 experience.
- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve the goal of focusing on individual student outcomes, but are not the end goals themselves.
- This plan is a vehicle to enact the goals articulated in Michigan's Top 10 within 10 plan.

## Theory of Action:

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

## Key Components and Major Differences from NCLB

This plan differs in several key ways from our previous No Child Left Behind plans. These include:

- Defining the purpose of accountability to direct supports to LEAs, rather than simply labeling and sanction.
- A differentiated response to LEAs based on need, with the most intensive interventions and supports being provided to those most in need.
- A true focus on the whole child and the aspects of a well-rounded education, including not only academic subjects like fine arts and physical education, but also areas related to safety, health, school culture and climate, food and nutrition, early childhood, postsecondary transitions, and social-emotional learning.

- Flexibility in the interventions and actions taken by LEAs and schools, rather than prescribed certain models or interventions. This plan helps LEAs diagnose their needs across the whole child spectrum, identify evidence-based practices, and implement a plan that is tailored to their needs.
- Evidence-based practices and a “super-highway” of approval for these practices.
- Integration and focus on alignment with early childhood initiatives and goals.
- Commitment to stakeholder engagement, with specific attention focused on government-to-government consultation with Michigan’s twelve federally recognized tribes.
- Educator quality that goes beyond a focus on “highly qualified” (which was required under NCLB), to supporting teachers and leaders throughout their careers.
- Assessment systems that are designed to measure within-year student growth in addition to proficiency on rigorous content standards.
- An accountability system that provides clear information to all stakeholders based on areas that relate to our progress toward being a Top 10 in 10 state.

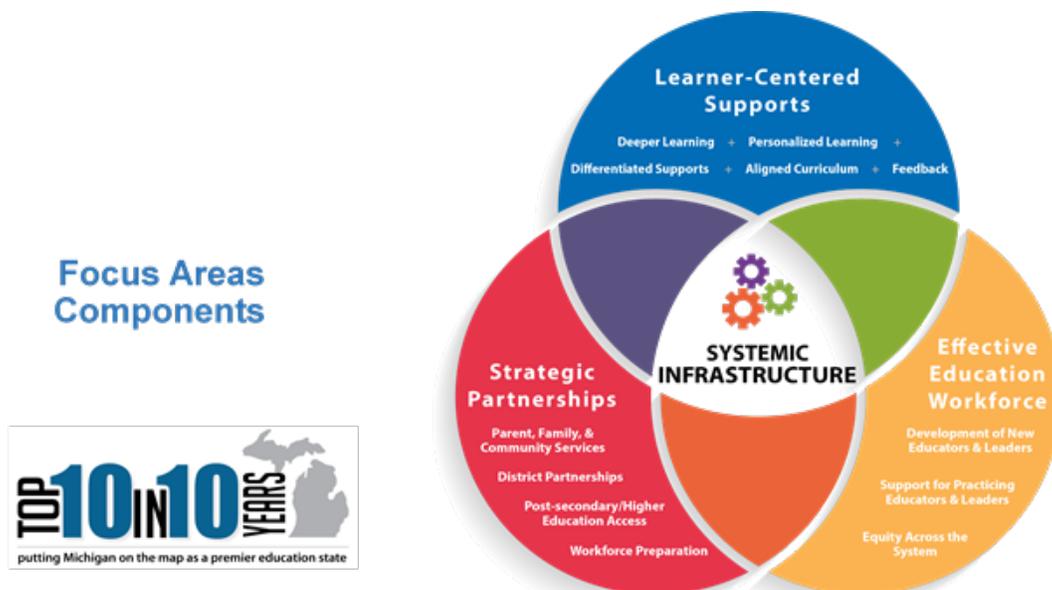
Greater detail is included on these items below, and in the attached plan and supporting documents.

## Michigan’s Top 10 in 10 Strategic Plan

Beginning in 2015, State Superintendent Brian Whiston worked with stakeholders across the state to identify what Michigan needs to do to be a top 10 state within 10 years. This resulted in Michigan’s Top 10 in 10 plan, which can be found here:

([http://www.michigan.gov/documents/mde/10\\_in\\_10\\_Action\\_Plan\\_543856\\_7.pdf](http://www.michigan.gov/documents/mde/10_in_10_Action_Plan_543856_7.pdf))

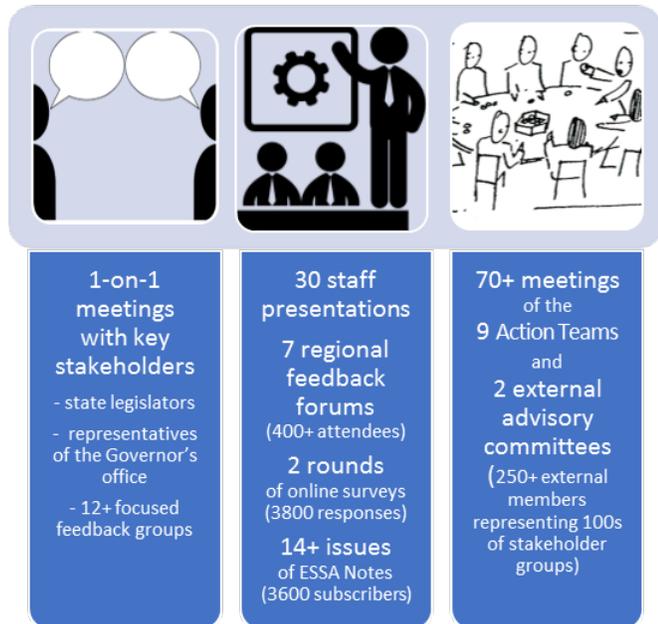
The graphic below summarizes the key focus areas. This is not only a plan for the Michigan Department of Education, but for Michigan as a state in terms of our education system and opportunities for our students. The ESSA plan has been built to enact key components of this larger strategic plan.



# Stakeholder Engagement

Michigan has been working on our Every Student Succeeds Act (ESSA) plan since May 2016. Throughout this time, stakeholder engagement activities were conducted via multiple channels involving multiple stakeholder groups.

In person outreach and engagement included: one-on-one meetings with key stakeholders, including state legislators and representatives of the Governor’s office; more than a dozen focused feedback meetings with representatives of numerous interest groups, including twelve federally recognized tribal education departments, civil rights and school justice organizations, English Learners, arts educators, school librarians, and others; 30 staff presentations at conferences and stakeholder meetings; more than 70 meetings of the nine Action Teams and two external stakeholder advisory committees, which included more than 250 external members representing hundreds of stakeholder groups across the state; seven regional feedback forums at which more than 400 educators, parents, and community members were in attendance, with more joining virtually via online livestream or later viewing of the archived video.



Additionally, information was shared even more broadly through online communication outreach and input gathering:

- More than **3,400 people** signed up to receive the ESSA Notes e-newsletter which contains information regarding plan development activities and opportunities to provide feedback.
- A combined **100+ parents, teachers, and para-educators** have participated in a series of virtual focus groups seeking ESSA feedback.
- More than **3,800 responses** were received to multiple ESSA-related online surveys throughout the process.

The plan has been informed from its inception by stakeholder feedback and engagement, both as part of the ESSA process itself and prior to that through the listening tours of the State Superintendent regarding becoming a Top 10 State in 10 Years, and the three vision committees. In Appendix H of the application, there is a table that summarizes major changes made based on feedback.

We have prepared a brief specifically regarding our stakeholder feedback. That brief is included in the ESSA Draft Plan as Appendix G. It will also be available as a standalone document on the [ESSA website](#).

# Overview of Key Areas of Michigan’s ESSA Plan

Our ESSA plan has four core components:

- 1) Supports for Schools and Students
- 2) Educator Quality
- 3) Accountability
- 4) Assessment

## 1 SUPPORTS FOR SCHOOLS AND STUDENTS

---

We want every Michigan student to have access to the same high quality education opportunities as any other student in Michigan or the nation. Our key goal is to reduce the negative impact high risk factors play in impeding access to a quality education—factors like poverty and a lack of equitable resources. To meet this goal, Michigan looks to establish and implement a high quality differentiated multi-tiered system of support designed to address identified student needs. The ESSA plan provides a vehicle to achieve some of these goals, in support of our overall vision of becoming a Top 10 State in 10 years.

### 1.1 KEY COMPONENTS OF THE SUPPORTS WE ENVISION INCLUDE:

#### 1.1.1 Partnership districts (most intensive supports)

Partnership districts are a concept/structure of support that is not required by ESSA, but one that aligns with key pieces of Michigan’s ESSA work.

- Partnership districts are those with low academic performance, as well as other areas of need.
- The MDE will provide intensive supports to LEAs with at least one “F” school (as identified by the state’s accountability system) and may work with LEAs with “D” schools on an early warning basis.
- Partnership districts will: Identify holistic needs using the whole-child comprehensive needs assessment; craft a plan with all partners at the table (the ISD, the board, tribal education departments, the education organizations, community organizations, foundations, other state agencies); include clear benchmarks for 90 days, 18 months, and three years.
- See next page on Michigan’s Partnership Model for more information.
- Michigan recognizes that not all LEAs need comprehensive supports like the partnership districts, but may need specialized assistance in specific areas like achievement gaps between subgroups of students, early childhood, school climate/culture, or school finance. MDE would provide differentiated supports for these LEAs.
- We want to move beyond labeling and into collective accountability and supports. The purpose of accountability is not to simply label schools or LEAs, but instead to drive supports to those most in need, and to hold all of us accountable for the outcomes of all of Michigan’s children. When schools are failing, we are all responsible for changing that situation.

## BUILDING A PARTNERSHIP MODEL TO IMPROVE SCHOOLS

Using a net of local and state supports and resources to help communities provide each student with the access and opportunity for a quality education

### GOAL

- To improve student academic achievement by identifying schools in need of additional support, and drawing up a partnership agreement with the school and community partners to generate a plan for success.

### HOW IT WORKS

- Using an A-F state accountability system, any district with one or more “F” schools would be eligible. Districts with one or more “D” schools potentially could select to participate, pending State Superintendent review and capacity.
- With multiple partners at the table—including local board members, the ISD, education organizations, tribal education councils, business, community members, parents, higher education organizations, foundations—identify a plan of supports and interventions that will improve student outcomes.
- Academic outcomes are a primary focus.
- Other whole child outcomes that can impede improved academics—like health, nutrition, behavior, social/emotional—also are addressed.
- The district has 90 days to conduct a comprehensive needs assessment, craft a plan, and have the local school board and superintendent, charter authorizers (if applicable), and the MDE sign off on this plan.
- Timelines:
  - 90 days to complete an agreed-to and signed plan.
  - 18 months to show progress on intermediate measures identified
    - Example: if part of the plan includes hiring a new principal at the school, a new principal should be hired by this point
  - Three years to demonstrate improved academic outcomes, as well as improved child outcomes on other measures
- If at any point in time, a district fails to meet benchmarks or implement the plan, the State Superintendent can signal that s/he would like to implement the next level of accountability.
- Consequences for failing to meet any of those recognized benchmarks will be spelled out in the plan that was agreed-to by the district.

### BENEFITS OF THE PARTNERSHIP MODEL

- Puts a broad spectrum of technical expertise and resources in the hands of the struggling school district, and allows local districts to use community and state-level support systems to drive improvement and self-accountability.
- Provides the districts with a fair amount of time to implement its plan and realize positive outcomes.
- The ultimate benefit would be to regenerate a struggling school to be one that helps students and teachers achieve at higher levels.

### 1.1.2 Using ESSA to Focus on the Whole Child; Revising our Comprehensive Needs Assessment and Planning Process for Districts and School

- Through the ESSA process, we worked with myriad groups across the whole child spectrum to understand children’s needs that go beyond academics. These needs include health and physical education, school climate and safety, access to special services (counselors, nurses, social services, librarians, etc.), services for special populations (including English Learners, migrant students, gifted and talented students, students with IEPs, etc.), access to early childhood education, coordination and consultation with tribal education departments (at the SEA and the LEA level), and more.
- A lynchpin activity is a redesigned comprehensive needs assessment (CNA) that takes the multiple needs assessments used by various initiatives and integrates those, along with additional questions, into one, truly comprehensive, whole child focused needs assessment. The redesigned CNA will be developed during the next 12 months, and our goal will be to make it efficient and effective.
- The CNA is the mechanism by which LEAs and schools will understand their strengths and areas of need, be able to appropriately target funds from various funding streams, and work to integrate their programming toward a well-rounded, whole child education.
- The CNA also informs district and school improvement plans, which must incorporate evidence-based strategies implemented with fidelity.
- Partners, both at the state and local level, will be critically important in this process, including partnerships with ISDs, tribal education departments, education organizations, as well as those partners who may be considered “non-traditional” (e.g. social workers, counselors, community members, civil rights and school justice organizations, community-based organizations, foundations, employers, parents of children across the continuum of ages).

## 1.2 DRIVING LEAs TOWARD EVIDENCE-BASED 10 IN 10 PRACTICES, WHILE ALLOWING SPACE FOR INNOVATION

- Michigan needs to focus on certain high-leverage, evidence-based practices. In order to do that, we can use our 10 in 10 strategic plan and the evidence base behind those strategies to drive schools and LEAs toward rigorous interventions. The solutions they select must be based on the needs identified in their comprehensive needs assessment as being appropriate to improve children’s outcomes.
- We will create a “super-highway” of approval for various grant applications when using those evidence-based Top 10 in 10 practices.
- We will also allow LEAs space to select their own strategies, and support their efforts to identify evidence-based strategies. However, LEAs must accept the burden of proof that the strategies they select are evidence-based.
- LEAs and schools will need to show results. By focusing on not only the use of evidence-based practices, but also implementation and a regular cycle of evaluation, LEAs and schools will be supported in doing more of what works and less of what does not.

### 1.3 MORE FLEXIBILITY FOR LEAS, BASED ON RESULTS OF CNA AND IMPACT DATA

- We know that the strategies that can improve schools are not one-size-fits-all. We will work to create a system that helps LEAs correctly identify their needs across the “whole child” and then craft a plan meeting identified, unique needs.
- Once LEAs know their needs, they will have the ability to support schools in creating more responsive and focused school improvement plans and spend funds more flexibly to support the implementation of those plans, as long as they are showing impact on student achievement and showing progress in closing subgroup gaps.
- The MDE will differentiate its response, so that not all LEAs receive the same things. Some LEAs will receive intensive supports, others targeted assistance, and others simply support from MDE with minimal monitoring, based on achievement and growth for all students and subgroups.

### 1.4 REDUCED REPORTING BURDEN AND ADMINISTRATIVE BURDEN FOR LEAS

- LEAs will complete only one comprehensive CNA, and do it less frequently (3- or 5-year cycle).
- The MDE will require less frequent submission of school and district improvement plan.
- The MDE will administer a revised and streamlined grant processes.

### 1.5 GOVERNMENT TO GOVERNMENT CONSULTATION

As we have engaged in government-to-government consultation with representative of 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 tribal nation 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, between LEAs and tribes.

### 1.6 SUPPORTS FOR SPECIAL POPULATIONS

- The needs assessment for Special Populations of students must be included in the LEA’s CNA.
- LEAs are required to provide equitable access to Title I, Part A funding and supports and increase access to early childhood programs.
- Proposed strategic supports for special student populations include:
  - Quality local plans and proper identification of students
  - Academic achievement

- Teacher preparation/effectiveness
- Transitions at various stages in the P-12 pipeline and beyond
- Parent, family and community engagement
- MDE/ISDs will offer professional development, technical assistance, and differentiated supports to meet unique needs of students and their families.
- Section 6.2 of the plan provides greater detail.

## 1.7 TITLE IV BLOCK GRANT:

- ESSA supports the well-rounded education for students through Title IV. Forty-nine former individual grant opportunities in ESEA are being replaced with a “block grant system” that LEAs may use along with other titled program funds to support strategies in three areas: well-rounded educational opportunities, safe and healthy students, and effective use of technology.
- LEAs may use Title IV, Part A in coordination with other state, local, or grant funds to address the unique needs identified in the CNA.
- Through the ESSA process, MDE worked with different groups who were formerly served by the 49 various line items, and explained how schools now have to identify related needs and then spend appropriately. Those groups are helping with the comprehensive needs assessment and with the evidence-based practices work so that LEAs can identify need in those areas and access evidence-based strategies. Examples include: school librarians; math/science centers; arts educators, gifted/talented educators, using technology for instruction, culture and climate, and others.
- Section 6 of the plan provides greater detail.

## 1.8 EARLY CHILDHOOD INTEGRATION

With the passage of ESSA, came a unique opportunity to more intentionally bridge the worlds of early childhood with K-12. Given Michigan’s Top 10 in 10 Vision, along with a reframed focus on educating the “whole child,” MDE is taking a proactive approach presented by this opportunity by establishing appropriate connections within its state plan to have greater alignment, collaboration, and coordination of P-12 programs. The following are examples of those connections:

- Expanding access to high-quality early learning for children birth to age 8 through an aligned set of early learning expectations and standards.
- Promoting blending/braiding and leveraging of state and federal funds to achieve greater resources to support quality in early learning settings, including homes.
- Implementing a coordinated comprehensive needs assessment across the early childhood and K-12 continuum.
- Increasing supports for effective transitions between early childhood and early elementary grades, including technical assistance for comprehensive screening services, transfer of child records, and meaningful parent engagement.
- Supporting the workforce continuum of educators and administrators by developing a birth to age 8 aligned professional development system that ensures these professionals have the skills and knowledge to support young children’s learning.

## 2 EDUCATOR QUALITY

---

Michigan plans to use the opportunities provided by ESSA and the Title II, Part A state resources to support work in four areas:

### 2.1 CULTIVATING AND BUILDING STRONG PARTNERSHIPS BETWEEN SPECIFIC LEAs AND EDUCATOR PREPARATION PROGRAM PROVIDERS

- Partnerships provide an opportunity for the context-specific training and preparation needed to help Michigan educators develop the specific skill sets needed to reach a diverse population of students.

### 2.2 ENSURING THAT EDUCATORS HAVE STRONG, SUPPORTED TRANSITIONS FROM THEIR PREPARATION PROGRAMS THROUGH THEIR EARLY YEARS IN THE PROFESSION

- Supported transitions refers 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.
- They include two primary, and sometimes overlapping, programs:
  - Residency-based preparation, either via traditional or alternate-route preparation programs and
  - Mentoring and induction
- Michigan plans to utilize the Title II, Part A state activities funds and the Title II, Part A state level principal and school leader reserved funds to support the development and implementation of context specific residency based preparation programs for teachers and for principals. This will be primarily focused in Partnership Districts (those districts with at least one school named an “F” in the school accountability system and who are in a Partnership Model agreement with the MDE), while generating guidance and information for all LEAs.
- Please note that Michigan is NOT proposing that we change requirements for teacher or leader certification with this focus on supported transitions, but rather building a system that supports and provides teachers and leaders with access to content-specific preparation and practice as they transition into roles.

### 2.3 PROVIDING RELEVANT, EVIDENCE-BASED PROFESSIONAL LEARNING AND DEVELOPMENT FOR CAREER EDUCATORS

- With the adoption of the Top 10 in 10 Goals in 2016, the MDE signaled a commitment to developing high-quality professional learning for educators that meets evidence-based standards to support the implementation of various priority initiatives.
- We will also encourage LEAs to use their Title II, Part A subgrants to:
  - Tie professional learning activities to their locally-adopted educator evaluation systems
  - Collaborate with providers of early childhood education programs that feed into the LEAs to provide joint professional learning opportunities

- 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.

## 2.4 DEVELOPING CAREER PATHWAYS TO EXPAND THE REACH OF HIGHLY EFFECTIVE TEACHERS AND LEADERS WHILE PROVIDING OPPORTUNITIES TO RETAIN THEM IN CLASSROOMS AND BUILDINGS.

Michigan will:

- Support teacher leadership networks and models throughout the state, as well as supporting principal mentor networks and models.
- Develop and provide professional learning for school leaders in establishing and sustaining school-based distributed leadership models.
- Provide activity-based guidance for various models and ancillary supports of teacher leadership and distributed leadership, including staffing models and compensation strategies.

### 3 ACCOUNTABILITY

#### 3.1 A-F GRADING SYSTEM

Michigan will implement an A-F grading system for all schools beginning in the fall of 2017 (based on data from the spring 2017 assessment).

This system will include the following components:

Indicator	Weight
<b>Proficiency</b>	<b>29%</b>
<b>Growth</b>	<b>34%</b>
<b>School Quality/Student Success</b> (includes teacher/administrator longevity; chronic student absenteeism; completion of a postsecondary credential while still in high school (CTE, AP, IB, dual enrollment); Time spent/access to fine arts, physical education, music ((academic indicator))	<b>14%</b>
<b>Graduation Rate</b>	<b>10%</b>
<b>English Learner (EL) Progress</b>	<b>10%</b>
<b>Participation</b>	<b>3%</b>

Each indicator will receive a grade, and those grades will sum up to a final overall grade for each school. Targets for each indicator are set at the 75<sup>th</sup> percentile—meaning the value at which 25% of schools scored better and 75% scored worse during the first year. Put another way, this means that during the first year of this accountability model, only 25% of schools will attain targets for each indicator. Over time, the goal is for 75% of schools to attain the targets. This creates an ambitious yet attainable target for each indicator. The targets will remain fixed from year to year so that schools know what they need to work toward. Schools receive credit for progress toward those targets even if they do not fully reach the target value.

##### 3.1.1 Projected Distribution of Schools

Letter Grade	Projected Percent of Schools Receiving That Grade
A	23%
B	29%
C	22%
D	13%
F	14%

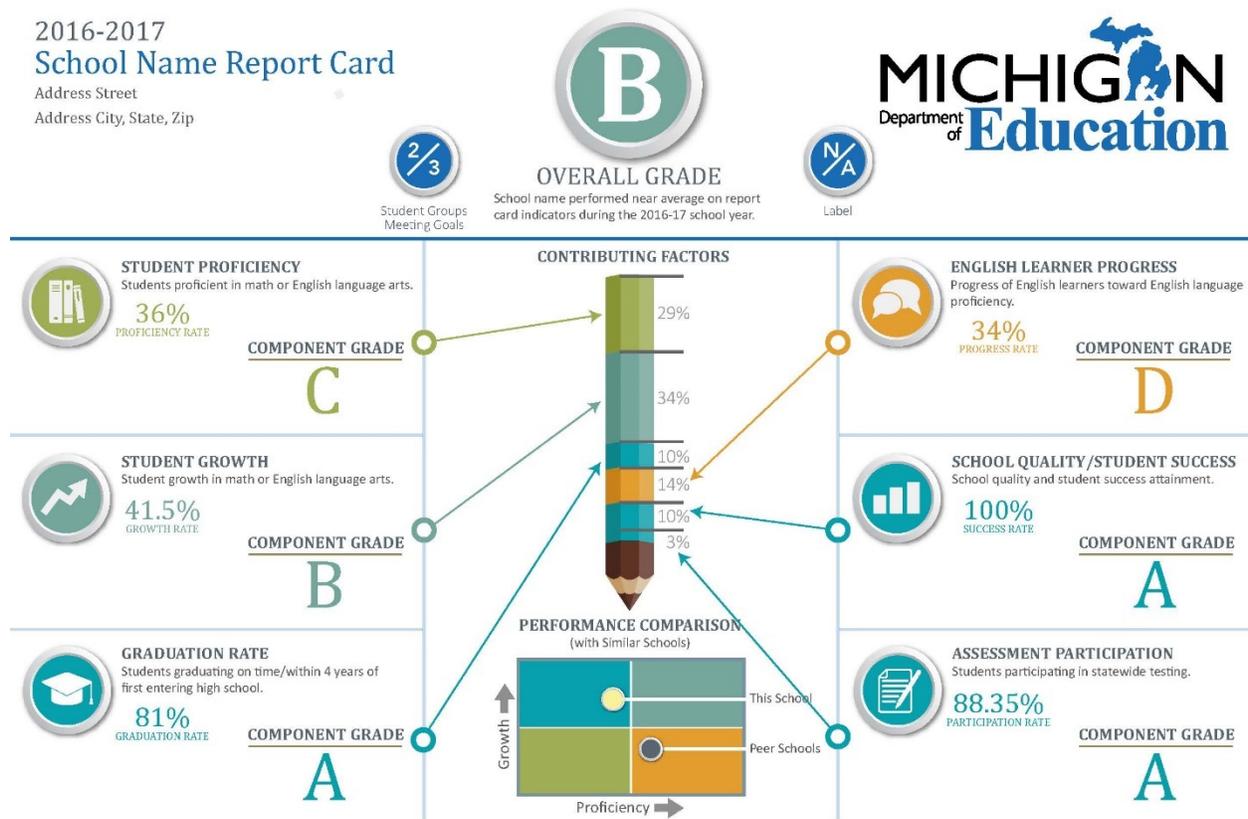
*These estimated numbers are based on prior year assessment data, with targets set at the 75<sup>th</sup> percentile for each indicator, excluding center-based programs, with an n-size of 30.*

### 3.1.2 Subgroups

- 30 students are needed for a subgroup to be included in accountability calculations in all system components except for English Learner Progress
- 10 students are needed to calculate the English Learner Progress component

### 3.1.3 Mock-up of proposed school report card

Below is an early mock-up of the proposed report card. Michigan intends to continue working with focus groups of parents and educators to refine this display so that it is intuitive to parents and end users.



## 3.2 THE IMPORTANCE OF A TRANSPARENCY DASHBOARD

- There is agreement that, in support of collective accountability for all of us as well as easily accessible information for parents, that a transparency dashboard is an important accompaniment to any accountability system.
- This ESSA-related dashboard should be aligned with the 10 in 10 dashboard, so we have one unified dashboard.
- Michigan has excellent longitudinal data and the opportunity to make use of all of our information in new ways by reporting on metrics that matter to parents, community members, stakeholders, and educators.
- The proposed indicators are listed on the chart below. We may make changes to these indicators as we continue to work with stakeholders to refine this plan.

### 3.2.1 Transparency Dashboard Elements

Postsecondary Readiness	Access/Equity	School Climate/Culture
Remedial enrollment	Access to technology	Climate/Student Surveys
Postsecondary entrance rate	Art Access	Support Titles
Postsecondary completion rate	Early learning access in public school system	Suspension (new data collection)
College-ready graduation rate from high school	Achievement gap indicators	Expulsion
Student Engagement	Educator Engagement	Advanced Coursework
Dropout Rate	Professional Development Opportunities	AP Course Completed AP Test Taking/Passing
Student Mobility	Appropriate Placement of Educators	CTE Program Completion
Attendance/Chronic Absenteeism	Principal Effectiveness	Dual Enrollment Course Completion
	Teacher Effectiveness	IB Completion

## 3.3 AN ALTERNATE ACCOUNTABILITY SYSTEM

- There are a certain number of schools—e.g. alternative high schools, schools for delinquent students—for whom the main accountability system does not provide meaningful information.
- MDE has been developing an alternate accountability system that schools with certain characteristics can apply in lieu of the main system.
- This will hold these schools accountable on measures that are more relevant to their stated purpose.
- We plan to propose this in ESSA and roll it out concurrently with new systems.

## COMPREHENSIVE SUPPORT, TARGETED SUPPORT, AND ADDITIONAL TARGETED SUPPORT

The Every Student Succeeds Act requires that, in addition to an accountability system for all schools, States must identify three specific categories of schools:

1. Comprehensive Support Schools: Bottom 5% of schools or graduation rate below 67% or an additional targeted support school that did not exit that status in a state-determined timeframe.
2. Targeted support schools: schools in which any subgroup of students is consistently underperforming.
3. Additional targeted support schools: schools having a subgroup of students performing like the bottom 5% of schools.

However, at this point in time, Michigan notes the following:

- Michigan's Strategic Vision focuses programming and intervention at the district or LEA level, because schools exist within 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.

## 4 ASSESSMENT

---

One important note: the attached plan does not require us to submit anything at this time. The expectation is that states will submit their systems for peer review through that process.

In support of becoming a Top 10 state in 10 years, we want our students (and eventually, our employees) to be: curious; problem solvers; critical thinkers; able to work independently and in teams; able to communicate well; and able to set and achieve goals. In order to do this, we need classrooms that create these types of learning opportunities; we need educators who are prepared to support students in learning those skills; and we need assessments that measure whether or not students are ready for success in those areas.

At this point in time, Michigan has rigorous career and college ready standards, adopted by our State Board of Education, in support of Michigan being nationally and internationally competitive, and those are a core component of becoming a top 10 state in 10 years. We must build on that solid foundation by focusing our instructional model on deeper learning and ensuring that our assessments encourage and support deeper learning, and ask students to demonstrate a broader range of skills.

Broadly speaking, we want an assessment system that provides timely, meaningful, and useful information to teachers, parents, students, and taxpayers. Some key components of a system like this include; multiple points of feedback throughout the year, the ability to measure growth within the year, and immediate feedback for educators that can support individual goal setting for students. An additional goal is to reduce overall testing time within the *system*, shifting some of the time spent on local assessments to a more consistent state assessment, while also providing that meaningful information throughout the year to educators and parents.

### 4.1 SYSTEM OVERVIEW

Michigan is moving toward the following assessment system:

- A system that includes a required fall benchmark assessment; an optional winter assessment; and a required spring comprehensive benchmark.
- Integration of writing, problem solving, and teamwork throughout the system, utilizing innovative solutions.
- Requiring the PSAT 8/9 in 8th grade as the 8th grade content test.
- The PSAT 8/9 in 9th grade; the PSAT 10 in 10th grade, and the SAT and MSTEP science/social studies in 11th grade.
- Implementing the K-2 assessments required by Michigan law in support of our early literacy initiatives.

Michigan anticipates making these changes to our assessment system beginning in the 2018-2019 school year.

### 4.2 IMPLEMENTATION CONSIDERATIONS AT THIS TIME INCLUDE:

- Specifying the detailed design of the system and any concurrent requirements needed.
- Contractual vehicles and procedures.

- Alignment with state standards.

### 4.3 FLEXIBILITY

Michigan also requests flexibility from the U.S. Department of Education to allow us to grant waivers to LEAs to use their own innovative assessment system. We would like to let up to 5% of LEAs do this. 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.

Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
5	Benchmark M-STEP Science and Social Studies	ELA, math, science, social studies	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
6	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
8	PSAT 8/9 (Math & ELA) M-STEP (Science and Social Studies)	ELA, math, science, social studies	Spring	On track for SAT/college and career readiness
9	PSAT 8/9	ELA, math	Spring	On track for SAT/college and career readiness
10	PSAT 10	ELA, math	Spring	On track for SAT/college and career readiness
11	Michigan Merit Exam (SAT, WK, "M-STEP" Science and Social Studies)	ELA, math, science, social studies	Spring	College and career readiness