

Michigan's Approach to the Every Student Succeeds Act: Final Plan Overview



State Board of Education Meeting
February 14, 2017

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Division of Educator, Student, and School Supports

Michigan's ESSA Plan



- Executive Summary
- Complete Plan
- Stakeholder Engagement Brief
- Complete PowerPoint

Process After Today



- Overview of plan content
- Open the final draft plan for public comment today; leave open until March 16th
- Provide to the governor for his official review now
- Close public comment; review comments
- Finalize plan for submission
- Submission date: April 3, 2017

Why submit in April?



- It is important that the Michigan Department of Education (MDE) and the State Superintendent of public instruction provide ***leadership*** to the education field and to the state
- We have spent 18 months developing this plan
 - Including 10 in 10 listening tour and three vision committees (accountability, assessment, and funding)
 - Official plan development began in April 2016
- It represents feedback from thousands of stakeholders
- It can be modified if new flexibilities arise or if Michigan's priorities change

Why submit in April?



- It provides vehicles to move Michigan forward on key areas of the 10 in 10 plan, including:
 - Supporting districts with low-performing schools through the Partnership District work, and leveraging federal funds to do so
 - Addressing the needs of the whole child and focusing on well rounded education for all students (through a revised comprehensive needs assessment process, evidence-based practices, and streamlined grant application processes—for Title programs and others)
 - Providing us with an updated accountability system keyed to our strategic goals
 - Providing us with an assessment vision that generates student growth data and supports learning and learners
 - Helping us align our early childhood programming with our K-12 work and beyond so we move toward that P-20 system

Top 10 in 10 Years: Michigan's Strategic Plan

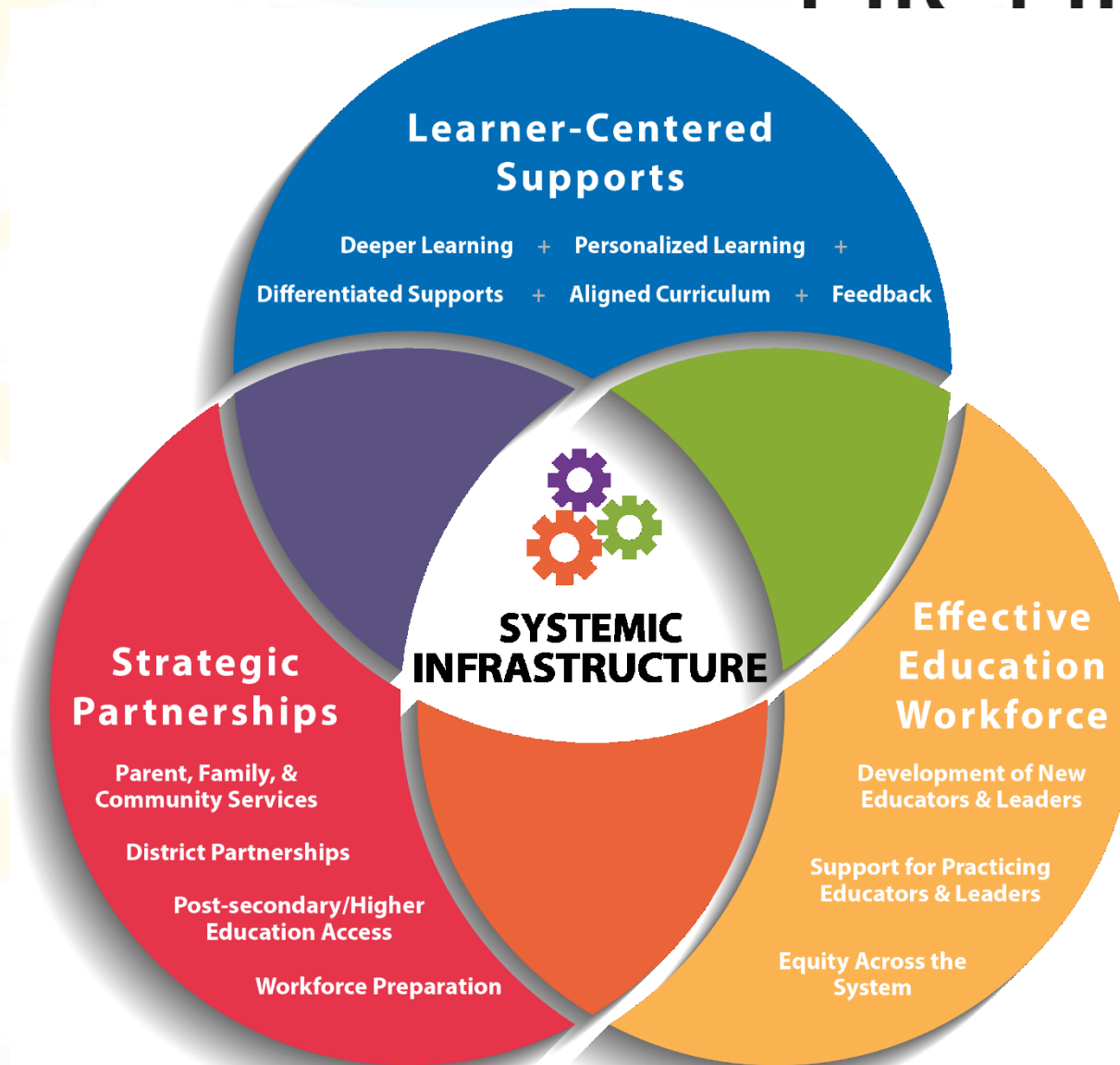
Putting Michigan on the Map as a Premier Education State

Top 10 in 10 Years



- 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
- The graphic in the next slide summarizes the key focus areas
- This is not only a plan for the MDE, 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

Focus Areas Components



Vision for Making Michigan a Top 10 State in 10 Years



When you talk to parents and/or the business community, and you ask them what they want—they all say:

In support of becoming a Top 10 state in 10 years, we want our students/employees to:

- Be curious
- Be problem solvers
- Be able to work independently and in teams
- Be able to communicate well
- Set and achieve goals
- Be critical thinkers



To do this, we need **CLASSROOMS** that create these types of learning opportunities; **EDUCATORS** who are prepared to support students in learning those skills; and **ASSESSMENTS** that measure whether or not those students are ready for success in those areas

Key Components of Michigan's ESSA Plan

High-Level Overview

Guiding Principles for ESSA



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.

Guiding Principles for ESSA



- 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 in 10 plan

ESSA Theory of Action



- With the learner at the center, we can leverage the supports and resources of not only the 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, local education agencies (LEAs), and tribal education entities. 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 Differences from NCLB



- Defining the purpose of accountability to direct supports to LEAs, rather than simply labeling and sanctions
- A differentiated response to LEAs based on need, with the most intensive interventions and supports 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

Key Differences from NCLB



- Flexibility in the interventions and actions taken by LEAs and schools, rather than prescribed models or interventions. This approach to ESSA 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

Key Differences from NCLB



- 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

Government-to-Government Consultation with Michigan's Federally Recognized Tribes



- As we have engaged in government-to-government consultation with representatives of Michigan's 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

Government-to-Government Consultation with Michigan's Federally Recognized Tribes



- Therefore, Michigan has:
 - Integrated references to tribal education departments throughout all foundational plan documents, to represent this commitment
 - Committed to quarterly consultation between the State Education Agency (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

Overview of Key Components

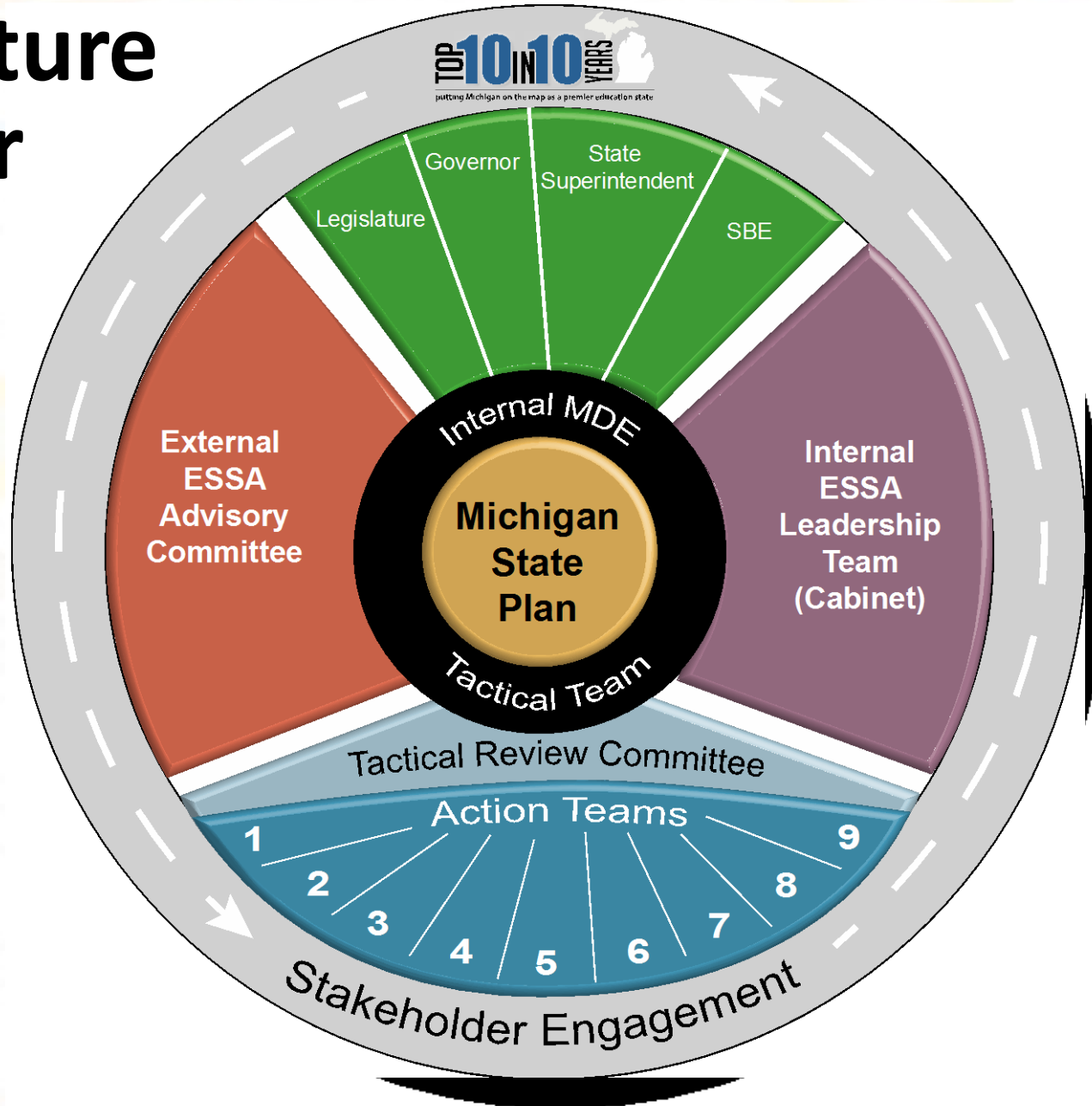


- Stakeholder engagement
- Supports for Schools
- Educator Quality
- Accountability
- Assessment
- Required plan components not central to our vision

A much more detailed version of this PowerPoint can be found at www.Michigan.gov/essa and has been provided to SBE members and linked to today's agenda

Stakeholder Engagement

Structure of our Work



ACTION TEAMS:

- Accountability System – Technical
- Additional Indicator of School Quality and Transparency Dashboard
- Assessment Implementation
- Communications and Outreach
- Fiscal
- Innovative Assessment Pilot
- Supports
- Teacher and Leader Quality
- Using Data to Support Instruction

ESSA Stakeholder Engagement – by the numbers...



- **ESSA Notes Subscribers: 3,486**
- **Round-One Survey Respondents: 1,138**
- **ESSA Parent Survey Respondents: 1,726**
- **Round-Two Survey Respondents: 966**
- **External Stakeholders Participation on Action Teams/Committees: 250+**
- **Groups or Organizations Represented: 144+**
- **Action Team/Committee Meetings: 75+**
- **Attendance at Six Regional Feedback Forums: 400+**
- **Virtual Focus Group Participants: 100+**

Stakeholder Engagement



- See our Stakeholder Engagement brief (Appendix G of the Draft Plan); brief also provided as a standalone document to SBE members
- Documentation provided in the plan

Supports for Districts and Schools

Key Components

Supports for Districts and Schools



- Using ESSA to focus on the whole child → revising our Comprehensive Needs Assessment (CNA)
- Driving districts toward evidence-based 10 in 10 practices, while allowing space for innovation
- More flexibility for districts, based on the results of the CNA
- Reduced reporting and administrative burden for districts
 - One comprehensive CNA that happens less frequently
 - Less frequent submission of school and district improvement plans
 - Revised and streamlined grant processes

Partnership Model



- 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. Michigan intends to use ESSA as one vehicle to support this 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



- 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.
- 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.

Supports for Districts and Schools



- Supports for Special Populations
 - Special Populations needs assessment must be included in the district's Comprehensive Needs Assessment
 - Districts are required to provide equitable access to Title I, Part A funding and supports and increase access to early childhood programs
 - The MDE/Intermediate School Districts (ISDs) will offer professional development, technical assistance, and support
- Title IV Block Grant
 - ESSA supports the well rounded education for students through Title IV. Forty-nine former individual grant opportunities in the ESEA are being replaced with a "block grant system" that local educational agencies (LEAs) may use along with other titled program funds to support a well rounded education for students

Integration of Early Childhood



- Integrating the quality standards in Great Start to Quality and the State Board of Education (SBE) Early Childhood Standards of Quality for Pre-kindergarten into requirements for Title I funded preschool programs
- Helping districts blend Title funding with other early childhood funding streams, and using it for things like:
 - Pay equity for early childhood teachers
 - Home visiting programs for families
 - Comprehensive screening services (vision, hearing, dental, social emotional)
- Adoption of age-appropriate, evidence-based practices for use in Pre-K-3rd grade classrooms

Integration of Early Childhood



- Ensuring alignment, collaboration, and coordination of P-12 programs
 - Examples: Comprehensive Needs Assessment, whole child developmental and early learning expectations, social-emotional focus
 - Importance of Pre-K-3 transitions
- Increased coordination and supports for the education workforce in terms of: appropriate development practices, whole-child development expectations of young children, authentic parent engagement
- Examine certifications and endorsements, as well as requirements for each, to ensure alignment and whole child development

A and Educator Quality



TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

Educator Quality Theory of Action



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.

Educator Quality Guiding 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 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

Educator Quality Approach



Michigan's approach to state level activities funded by Title II, Part A, 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.

Educator Quality Focus Areas



- ***The Foundation for Support:*** Strategic District/Educator Preparation Program Provider Partnerships
- ***Starting Strong:*** Supported Transitions for New Teachers and Leaders
- ***Maintaining Effectiveness:*** Professional Learning and Development
- ***Strengthening the System:*** Career Pathways and Distributed Leadership

Equitable Access to Effective Teaching



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.

Equitable Access to Effective Teaching



Likely Causes of Inequitable Access

- Pre-service preparation of teachers and leaders that leaves new educators un(der)prepared for the challenges of classrooms and schools
- High turnover and low retention of teachers and leaders
- Ineffective hiring practices
- Challenging working conditions
- Negative narrative regarding public education and the educator professions
- Inequitable access to schools that cultivate an effective environment for teaching and learning

Equitable Access to Effective Teaching



Strategies to Achieve Equitable Access

- Focus of educator quality state activities in Partnership Districts and other districts with low-performing schools
- #proudMleducator Campaign
- Additional analyses of indicators of effective teaching environments and strategic planning based thereon

SA and Accountability



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Michigan's Accountability System



- Current proposal put forward through ESSA → A-F School Grading System, with multiple components (and grades in each of those components), along with a transparency dashboard
- We reaffirm our commitment to the following here:
 - The purpose of accountability is to help identify schools in which there are needs and then drive supports to those schools
 - It is about collective accountability within the entire system
 - Our accountability system needs to incentivize the things that are important in the 10 in 10
 - We can and should use the results of the accountability system to make strategic investments where necessary
 - The system should be as transparent and simple as possible, yet also be fair

School Performance Ratings



- Single letter grade (A-F)
- Based on school performance in different areas:
 - Participation
 - Proficiency
 - Student growth
 - Graduation rate
 - English Learners' (ELs') progress in acquiring English
 - English Learner participation
 - School quality/student success

School Quality/Student Success Component



Includes:

- Access/time spent in fine arts, music, physical education
- Teacher and school administrator longevity
- Student chronic absenteeism
- Completion and passing of advanced college and career coursework (Advanced Placement, International Baccalaureate, Dual Enrollment, and Career Technical Education)*

*High school only

Proposed Weighting of Indicators in Overall Index



Indicator	Weight
Proficiency	29%
Growth	34%
Graduation Rate	10%
English Learner (EL) Progress	10%
School Quality/Student Success	14%
Participation in state assessments	2%
English Learner (EL) Participation in WIDA assessment	1%

- Weights show the proportion of the overall label determined by an individual indicator
- Missing indicators will have their weights distributed **proportionally** to the remaining indicators

Long-Term Goals with Interim Checkpoints



- Long-term goals are set based on statewide values, aligned with Top 10 in 10
 - Statewide values are based on value represented by the 75th percentile of each indicator
 - In other words—the value for each indicator at which 25% of schools are doing better and 75% are doing worse
 - This sets an ambitious but attainable goal for schools
 - Statewide values are anchored, and the goal is to increase the numbers of schools/subgroups meeting the goals over time
- Interim progress goals are set to measure progress toward long-term goals

Overall Indices and Labels



- Individual Indicator Indices will be combined using the indicator weights to calculate an Overall Index for each building and each student group
- Overall Index values will be used to give each building and each student group an Overall Label

Overall Building Labels

Overall Label	Definition (Percent of Goal Met)
A	90% to 100%
B	80% to less than 90%
C	70% to less than 80%
D	60% to less than 70%
F	Less than 60%
Pass	60% to 100%
Fail	Less than 60%

- Schools having Proficiency, Growth, Graduation Rate, or EL Progress indicator data will receive a Letter Grade
- Schools having only some combination of Participation, EL Participation, and/or School Quality indicator data will receive a Pass/Fail overall label

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



STUDENT PROFICIENCY

Students proficient in math or English language arts.

36%
PROFICIENCY RATE

COMPONENT GRADE

C



STUDENT GROWTH

Student growth in math or English language arts.

41.5%
GROWTH RATE

COMPONENT GRADE

B



GRADUATION RATE

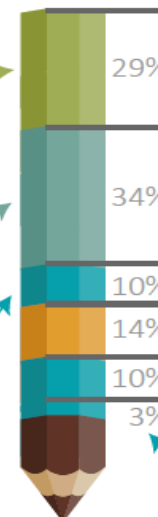
Students graduating on time/within 4 years of first entering high school.

81%
GRADUATION RATE

COMPONENT GRADE

A

CONTRIBUTING FACTORS



ENGLISH LEARNER PROGRESS

Progress of English learners toward English language proficiency.

34%
PROGRESS RATE

COMPONENT GRADE

D



SCHOOL QUALITY/STUDENT SUCCESS

School quality and student success attainment.

100%
SUCCESS RATE

COMPONENT GRADE

A



ASSESSMENT PARTICIPATION

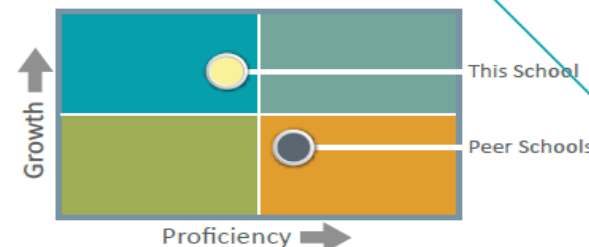
Students participating in statewide testing.

88.35%
PARTICIPATION RATE

COMPONENT GRADE

A

PERFORMANCE COMPARISON (with Similar Schools)



Projected A-F Distribution of Grades



- Based on the decisions on this plan and available data, the MDE projects the following distribution of letter grades

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

Transparency Dashboard Elements



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
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

Timelines



	2016-17	2017-18	2018-19
Accountability System	Pilot new system, no federal designations (fall 2017)	New system operational, includes naming of federal designations (fall 2018)	
Dashboard	Finalization of indicators, develop mockups, determine location	Technical development and testing, provide guidance/support for optional data collections, pilot new dashboard	Dashboard fully available

Michigan's Statewide System of Support



- This component is federally driven—both the labeling categories and the funding stream
- Three labels: comprehensive support, targeted support, additional targeted support schools
- Two aspects:
 - Additional labels for schools AND
 - Funding to support those schools

Michigan's Statewide System of Support

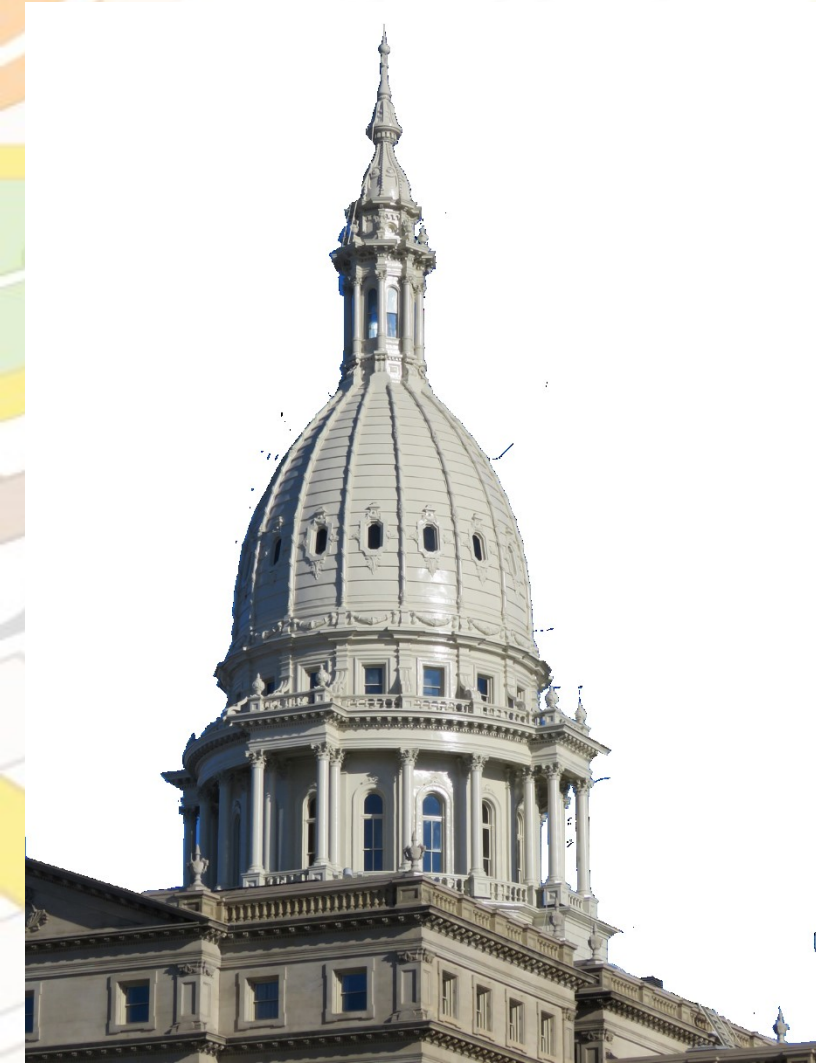


- At this time, Michigan is proposing to delay submitting methodologies for identifying these schools. Rationale:
 - It needs to be maximally aligned with A-F to avoid confusion, and the supports need to be aligned to the Partnership District model
 - To do that, we need to run the A-F system and engage in discussions around low performance, subgroup performance, achievement gaps
 - We also have state-led conversations on this topic now and don't want to commit ourselves to something federally until we have resolved as a state
 - We want to make a data-driven decision
 - We have time; these labels are not required until 2018-2019

ESSA and the Assessment System



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Rigorous Standards, More Opportunities to Learn and Demonstrate



- Michigan has rigorous career and college ready standards, and those are a critical core component of becoming a 10 in 10 state
- We must build on that solid foundation by:
 - Focusing our instructional model on deeper learning
 - Ensure that our assessments encourage and support deeper learning, and ask students to demonstrate a broader range of skills

ESSA provides us with opportunities to enhance our current assessment practices in support of these goals

Assessment Vision: Broad Goals



Provide timely, meaningful, useful ***INFORMATION*** for:

- **Teachers:** Put data in the hands of teachers, along with appropriate training and tools, so they can develop a game plan for meeting the needs of each child
- **Parents:** Provide parents with timely information on their student's proficiency with grade level expectations—can my student do what he/she needs to be doing in third grade? Why do they get good grades if they aren't proficient?
- **Students:** Help inform students about where they really are in terms of academic performance and help them set goals to achieve
- **Taxpayers:** How are we truly performing as a state; hold schools accountable for growth AND proficiency

MDE's Assessment Vision



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" Sci/SS)	ELA, math, science, social studies	Spring	College and career readiness

What Now?



- We are having conversations at the department about ways we can implement the vision successfully, while providing the best solution for the vision
- We know that we are looking at a launch of the new system for the 2018-19 school year
- The decision has been made to transition the 8th grade assessment from the M-STEP to the PSAT 8/9
- We are looking at a system where a series of 3 benchmark exams will be used each year with the fall being required, the winter being optional, and the spring being required with a longer comprehensive benchmark exam, similar to the M-STEP

Public Comment



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Public Comment and Plan Submission Timeline



- Michigan's ESSA plan and supporting information is online:
www.Michigan.gov/ESSA
- We encourage the submission of letters of feedback from individuals and from organizations
- Public Comment period: February 14-March 16, 2017
 - Email comments to MDE-ESSA@Michigan.gov
- Final Plan submitted to USED: April 3, 2017

For More Information:



Please visit our website: www.michigan.gov/essa

- Review Michigan's ESSA Plan and supporting documents
- Sign up for **ESSA Notes** updates
- Review historic information about the ESSA plan development process

Provide formal public comment on the Plan to: MDE-ESSA@michigan.gov

Public comment period runs from:

Tuesday, February 14, 2017 -

Thursday, March 16, 2017, 5:00 p.m.

Questions?



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