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

MICHIGAN Department of Education

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

Presentation to the State Board of Education
August 9, 2016
Venessa A. Keesler, Ph.D.
Deputy Superintendent, Division of Educator, Student and School Supports

Today's Presentation

Brief Overview of Stakeholder Engagement Process

Summary of Timeline and Feedback Period

Overview of Key Concepts from Action Teams

Guiding Principles for ESSA

- At the core of our plan needs to be the student—their opportunity to learn, to access meaningful services to support their lives, and their ability to successfully transition into their lives after their PK-12 experience.

- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve this goal, 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.

- Our theory of action: With the student 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 schools and districts. This will lead to increased student 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.
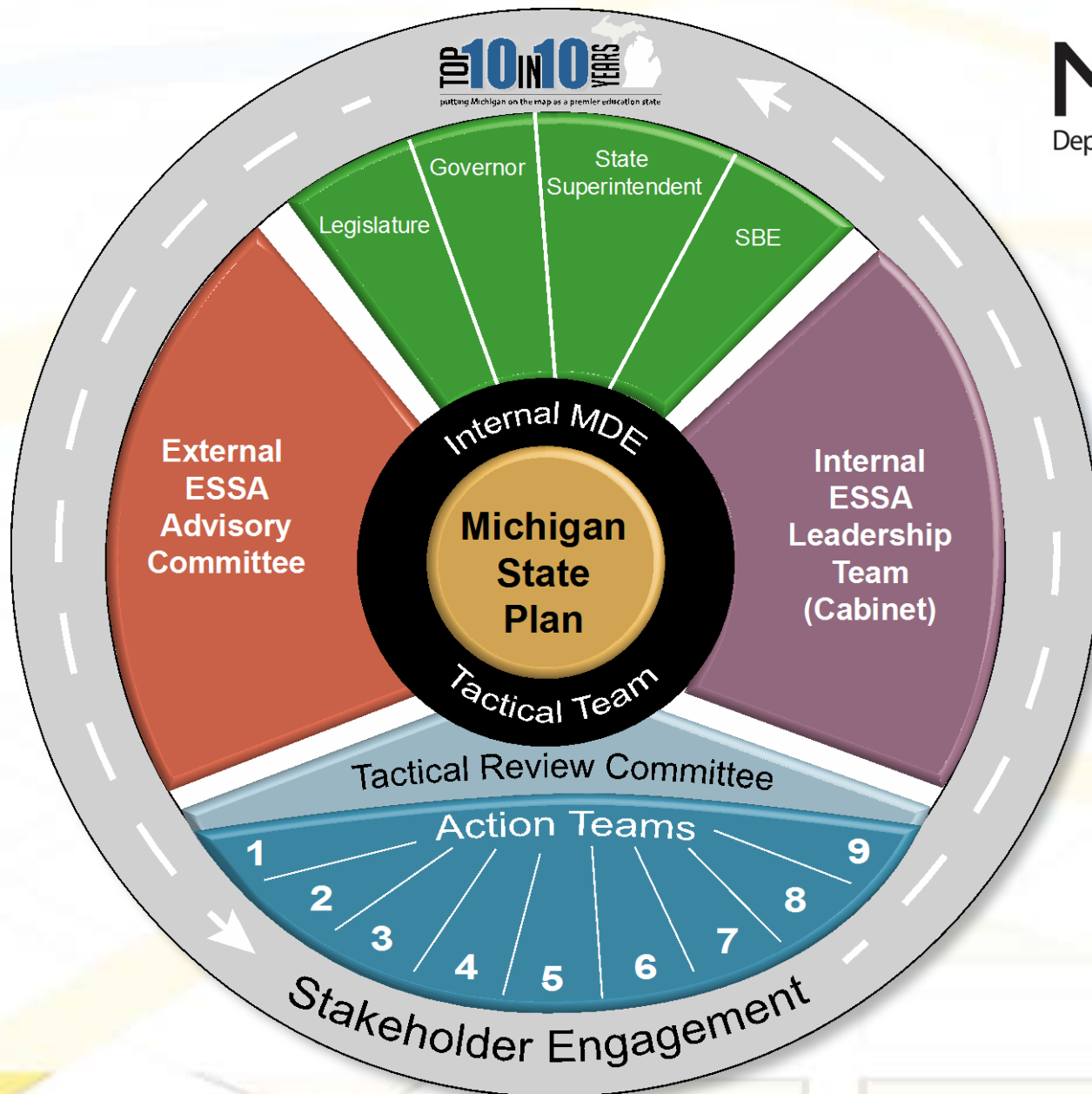
Stakeholder Engagement

Website: www.michigan.gov/essa

Key highlights:
- Plan development structure
- List of external stakeholders participating

Structure of our Work

External Partners Participating in MDE's ESSA Work

AFT-Michigan

American Charter Education Services

Ann Arbor Public Schools

Bay Mills Community College

Bloomfield Hills Schools

Business Leaders for Michigan

Cadillac Area Public Schools

Calhoun ISD

Calvin College

Center for Educational Networking

Central Michigan University - Center for Charters

Char-Em ISD

Clarkston Community Schools

Clawson School Board

Cole Academy

Communities in Schools of Michigan

Corunna Schools

Dearborn Public Schools

Delta-Schoolcraft ISD

Detroit Regional Chamber

Diocese of Kalamazoo

Directors and Representatives of Teacher Education Programs (DARTEP)

East Lansing School Board

Eastern Upper Peninsula ISD

Education Achievement Authority

Education Trust Midwest

Excellent Schools Detroit

Farmington Public Schools

Ferris State University

Flushing Community Schools

Genesee ISD

Grand Ledge Public Schools

Grand Rapids Area Chamber of Commerce

Grand Rapids Public Schools

Great Lakes Comprehensive Center

Great Lakes Education Project (GLEP)

Hampton Consulting

Hart Public schools

Hemlock Public Schools

Holland Public Schools

Holton Public Schools

Hudsonville Schools

Ingham ISD

Jackson Preparatory & Early College

Kalamazoo Public Schools

Kalamazoo RESA

Kenowa Hills Public Schools

Kent ISD

Lenawee ISD

Macomb ISD

Macomb ISD/Fitzgerald Public Schools

Marquette-Alger RESA

Michigan Afterschool Partnership

Michigan Assessment Consortium

Michigan Association for Media Educators (MAME)

Michigan Association of Administrators of Special Education (MAASE)

Michigan Association of Colleges of Teacher Education (MACTE)

Michigan Association of Intermediate School Administrators (MAISA)

Michigan Association of Nonpublic Schools (MANS)

Michigan Association of Public School Academies (MAPSA)

Michigan Association of School Administrators (MASA)

Michigan Association of School Boards (MASB)

Michigan Association of School Nurses (MASN)

External Partners Participating in MDE's ESSA Work, continued

Michigan Association of School Psychologists (MASP)

Michigan Association of School Social Workers (MASSW)

Michigan Association of Secondary School Principals (MASSP)

Michigan Association of State and Federal Program Specialists (MAS/FPS)

Michigan Association of State Universities (MASU)

Michigan Association of Teacher Educators (MATE)

Michigan Center for Educational Performance and Information (CEPI)

Michigan Chamber of Commerce

Michigan College Access Network (MCAN)

Michigan Community College Association (MCCA)

Michigan Council of Charter School Authorizers (MCCSA)

Michigan Department of Health and Human Services (DHHS)

Michigan Education Association (MEA)

Michigan Elementary and Middle School Principals Association (MEMSPA)

Michigan House of Representatives

Michigan Independent Colleges & Universities (MICU)

Michigan Independent Educator Preparation Institutions (MIEPI)

Michigan League for Public Policy (MLPP)

Michigan Parents for Schools

Michigan PTA

Michigan School Business Officials (MSBO)

Michigan School Public Relations Association (MSPRA)

Michigan Senate

Michigan State University

Michigan State University - K-12 Outreach

Michigan's Children

Middle Cities Education Association

Monroe County ISD

Monroe County ISD/MCTM

Muskegon ISD

Newaygo County RESA

Novi Schools

Oakland Schools

Office of Governor Rick Snyder

Onsted Community Schools

Orchard Lake Middle School

Ottawa Area ISD

Ovid-Elsie Public Schools

Port Huron Public Schools

Reeths-Puffer Schools

Rochester Community Schools

Saginaw ISD

SHAPE Michigan

Shiawassee RESD / MERA

South Lake Schools

South Lyon Community Schools

St. Louis Schools

State School Reform/Redesign Office (SRO)

Talent 2025

Traverse Bay Area ISD

Troy Board of Education

Utica Schools

Van Buren Public Schools

Washtenaw ISD

WAVE Washtenaw

Wayne RESA

Wayne State University

West Michigan Talent Triangle

Wyoming Public Schools

July-August 2016 Feedback Period for MDE-ESSA Plan Concepts

Each MDE-ESSA Action Team, comprised of external and internal subject-matter experts, has provided:

- Key Ideas from its work to-date
- Initial areas of inquiry and research
- Questions for discussion and requests for stakeholder feedback

Stakeholders will have opportunity to give input and feedback in late July-mid August through:

- Online web surveys
- Comments at public meetings
- Input at public presentations and other outreach opportunities

Michigan's Journey

MICHIGAN
Department of **Education**

| Phase 1 | Phase 2 | Phase 3 | Phase 4 |

Strategic Vision Development

- **Top 10 in 10**
- **Vision committees (accountability, assessment, funding)**

Initial Plan Development

- May-October 2016
- Cycles of development and feedback

Finalize and Submit

- November-December 2016
- Interact with federal guidance

Implementation

- Official USED plan due in Spring 2017; we will be ready before then
- Implementation planning begins January 2017

A detailed MI ESSA Timeline is located on the ESSA web page at www.michigan.gov/essa under the **State Plan Development** button.

Feedback from All of You!

Public comment on the ESSA concepts

- Based on today's presentation, we request that individuals and organization take our surveys and provide feedback.

www.michigan.gov/essa --> click on Get Involved

Join one of our virtual focus groups!

Parent Virtual Focus Group

Teacher Virtual Focus Group

Paraprofessional Virtual Focus Group

Accountability System

MDE-ESSA Accountability System-Technical Action Team

Key Ideas, Questions, and Feedback Requests

Accountability System
Key Idea #1: Letter Grades and Quadrant Display

Overview of Idea

- System generates an overall letter grade
- Identifies Comprehensive Support and Improvement Schools (lowest 5%)
- Identifies Targeted Support and Improvement Schools (underperforming subgroups)
- Quadrant display of aggregate student achievement and growth

Additional Details

- A-F as overall indicator
- Quadrant is visual only
  - Placement roughly equivalent to letter grade but does not determine letter grade

Accountability System
Key Idea #2: System Components

Overview of Idea

- System comprised of five components
  - Achievement
  - Growth
  - Graduation/Attendance
  - English Learner (EL) Progress
  - School Success
    - Potential for multiple indicators

Additional Details

- Achievement on state assessments
- Growth measured with student growth percentiles (SGPs)
- Cohort graduation rates for high schools
- Blended average attendance and chronic absenteeism for elementary and middle schools
- EL Progress based on WIDA assessment performance
- School Success based on academic performance relative to schools with similar characteristics

Accountability System
Key Idea # 3: Subgroups

Overview of Idea

- Student subgroups used to determine Targeted Support and Improvement Schools and could adjust the final grade

- Subgroup performance will be reported within the system

Additional Details

- Initial letter grade calculated on aggregate measures and adjusted by subgroup performance

Accountability System
Key Idea # 4: Grading Scale

Overview of Idea

- Overall grading scale based on traditional A-F scale

Sample Scale

- A is equal to or greater than 90% and less than or equal to 100%

- B is equal to or greater than 80% and less than 90%

- C is equal to or greater than 70% and less than 80%

- D is equal to or greater than 60% and less than 70%

- F is less than 60%

Accountability System
Key Questions:

Questions for Discussion

1. Assessment participation plays an important role in any accountability system by ensuring valid and reliable results. ESSA requires a 95% participation rate on state assessments be used in a state's accountability system. The U.S. Department of Education has proposed four methods of handling participation rates below 95% in the accountability system. Which method(s) should Michigan use:

   - Lower the school's overall indicator
   - Count non-participating students as not proficient
   - Identify the school for "Targeted Support and Intervention"
   - Another action determined by the state

Accountability System Key Questions:

Questions for Discussion

2. ESSA requires the first four components (achievement, growth, graduation/attendance, and English Learner progress) of the accountability system carry substantial weight over the fifth measure (School Success). What component(s) should count most in a school's letter grade?

Measure	Most important	More important	Important	Less important	Least important
Proficiency					
Growth					
Graduation/ Attendance					
English Learner Progress					
School Success					

Accountability System Key Questions:

Questions for Discussion

3. ESSA does not require district-level overall rating. Given the focus on providing resources and assistance at a district level in the Top 10 in 10 plans, should Michigan's accountability system rate districts?

4. What would be the ideal minimum number of students (n-size) needed before a subgroup receives its own accountability designation? Michigan has used an n-size of 30 for over a decade. A smaller n-size would increase the number of schools with subgroups (increase transparency) but would reduce the reliability of the calculations. Increasing the n-size would reduce transparency (by having fewer subgroups) and require Michigan to justify the change to the U.S. Department of Education.

Additional Indicator of School Quality and Student Success

MDE-ESSA Additional Indicator of School Quality and Student Success/Transparency Dashboard Action Team

Key Ideas, Questions, and Feedback Requests

Indicators of Success
Key Idea

Overview of idea

- Identify and prioritize additional indicators of school quality and student success that can be incorporated into the:
  - State accountability system
  - Transparency dashboard for all schools

Additional Details

Fifth indicator must include one or measure that:

- Allows for meaningful differentiation in school performance
- Allows for reporting of and comparison by student subgroups
- Is valid, reliable, comparable, and statewide across each grade span

Indicators of Success
Key Questions:

1. As part of the state accountability system under ESSA, the MDE must include a fifth "additional indicator" of school quality or student success. As MDE considers this "additional indicator" in the state accountability system, how important do you believe it is for this indicator of school quality to include any of the following?

    a. Student success in areas other than state assessment, graduation rate, and attendance?

    b. Educator engagement or quality (teachers, school and district leaders)

    c. School climate, culture, and safety?

Indicators of Success
Discussion Questions:

2. The "additional indicator" in the state accountability system must include at least one measure of school quality or student success, be valid and reliable measures of school quality, and be available for all public schools in the state. The "additional indicator" may include one or more measure of school quality or student success. Which of the following models for the additional indicator the MDE should consider:

   a. An indicator of only **one** measure of school quality or student success used for all public schools

   b. **Multiple** measures of school quality or student success that are the **same** for all schools

   c. **Multiple** measures of school quality or student success with one or more being the **same** across grade spans (elementary, middle, high school), and one or more being **different/unique** to the grade span

Assessment Implementation

MICHIGAN Department of Education

MDE-ESSA Assessment Implementation Action Team

Key Ideas, Questions, and Feedback Requests

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

Assessment Implementation
Key Ideas in MDE's Assessment Vision

Overview of Idea

- Reduce overall testing burden in the state
- Transition to multiple-time-per-year benchmark assessments for statewide accountability, in lieu of end-of-year summative testing in some grades 3-8
- At least once in elementary, and once in middle school retain a M-STEP like summative assessment (ex: grade 5 & 8), with option to still take benchmarks

Additional Details

- Benchmark solutions will need to:
  - Be aligned to our standards
  - Include a writing component
  - Offer technology-enhanced items
  - Offer similar accommodations options as we do today
- Possible use of PSAT 8/9 in 8th grade instead of a M-STEP-like summative assessment

MDE's Assessment Vision

Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
5	Innovative assessment (M-STEP like) w/team problem solving	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure
6	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring	Shorter-cycle feedback
8	Innovative assessment (M-STEP like) w/ team problem solving -OR- PSAT 8/9	ELA, math, science, social studies	Spring	Standards/proficiency measure, soft skills measure -OR- 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

8/10/2016

Assessment Implementation Key Questions

1. The MDE Assessment Vision looks at using both benchmark and summative assessments for our state assessment system. Typically benchmark tests measure growth, and summative tests measure proficiency. How confident are you that one tool can be used to measure both growth and proficiency?

2. There are a lot of changes proposed in the MDE Assessment Vision. Should the state move forward with these changes in fall 2017 or wait until fall 2018?

Assessment Implementation Key Questions

3. What is exciting to you or to your agency about the key ideas in the new assessment vision?

4. What concerns do you or does your agency have about this vision and the resulting change to state assessments?

Innovative Assessments

MICHIGAN Department of Education

MDE-ESSA Innovative Assessment Action Team
Key Ideas, Questions, and Feedback Requests

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

Innovative Assessment Pilot
Key Idea

Overview of Idea

Currently developing two proposed assessment options that allow us to:

- Rethink the relative value of student outcomes
- More meaningfully measure progress toward those outcomes

Additional Details

- Design an innovative assessment that:
  - allows for richer measures of student learning and progress
  - assesses a broader range of skills
  - Complements the MDE's state assessment system

Innovative Assessment Pilot
Key Questions

The proposed innovative assessment plans being developed include student learning together with the assessment, similar to what happens in the classroom.

1. How beneficial do you think this type of innovative assessment will be to **educators** (teachers and administrators) in public schools in Michigan in helping support and increase student learning and achievement?

2. How beneficial do you think this type of innovative assessment will be to **parents** in understanding their students' learning achievement?

Innovative Assessment Pilot
Key Questions

3. How important do you think it is for the MDE to develop an innovative assessment (for example, which includes both a student learning component and an assessment together) to supplement the current student assessments?

4. If the MDE were to develop innovative assessments to be included in the state assessment system, what grade levels/ranges do you recommend participate in these innovative assessments?

    a. Elementary school (grades 3-5)

    b. Middle school (grades 6-8)

    c. High school (grades 9-12)

Innovative Assessment Pilot Key Questions

5. How important is it for each of the following areas to be included in an innovative assessment?

   a. Problem-solving
   b. Critical thinking
   c. Team work/group work
   d. Integrated content areas (more than one content area being assessed)
   e. Writing prompt (for example, an essay)
   f. Learn-by-doing process

School and District Supports

MDE-ESSA Supports Action Team
Key Ideas, Questions, and Feedback Requests

putting Michigan on the map as a premier education state

Supports
Key Ideas:

Overview of Ideas

- All children will receive a well-rounded education that addresses academic and social/emotional needs
- Some students need to receive timely interventions to be successful
- All teachers deliver evidence-based strategies effectively
- District systems assure that the needs of all teachers, students, families and community members are met

Additional Details

- All MDE offices will collaborate to ensure the "whole child" is educated—preschool to 20 yrs (P-20)
- Effective Tier One instruction can minimize the need for additional interventions
- MDE will provide access to evidence-based strategies for all teachers
- Schools' processes and structures should be evidence-based and supported by their districts

8/10/2016

Supports
Key Questions:

1. How important do you think it is for the MDE to provide supports for the following types of districts/schools?

   a. High performing/high growth
      These are schools and districts with high academic performance that continues to increase at a high rate from year to year.

   b. Average performing/average growth
      These are schools and districts with average academic performance that increases at an average rate from year to year.

   c. Low performing/low growth
      These are schools and districts with low academic performance that increases at a low rate or does not increase at all from year to year

Supports
Key Questions:

2. What level of support do you recommend that the State education offices provide to each type of schools/districts mentioned in the last question?

a. Hands-on, intensive support.
The state is highly involved and is a primary driver of improvement efforts. There is ongoing communication and regular site visits. Training and assistance is provided on a regular basis.

b. Reviews at the district/school level.
The state is moderately involved. The district and school are primarily drivers of improvement efforts. Communication is semi-regular. Site visits are infrequent.

Supports
Key Questions:

2. (continued)
   What level of support do you recommend that the State education offices provide to each type of schools/districts mentioned in the last question?

   c. Appropriate resources.
      The state provides a menu of available resources that the school/district selects from and chooses to use.

Supports Key Idea:

As part of the school improvement process, districts and schools review:

- Student achievement data (how well the students are doing in school)
- Demographic data (who are the groups of students in the school/district and how they are doing), and
- Perception or survey data (how do parents, school staff, the community, and others perceive the school and district).

The review of data helps districts and schools learn about their strengths and the areas that need improvement. This data analysis is called a comprehensive needs assessment (CNA).

Supports
Key Questions:

3. Using the areas identified in the CNE as in need of improvement for a school/district, which services below should be provided by the State **to districts** to help them meet needs and improve student achievement?

   a. Assistance and training about how to complete the district's **comprehensive needs assessment**

   b. Assistance in developing **plans to improve students' academic performance**

   c. Assistance on how to best **support effective teaching** in all classrooms, to ensure high quality learning takes place for all students

   d. Professional development and training about how a district is a **system**

   e. Experienced educators providing **coaching and/or mentoring** to superintendents and other district leaders

   f. MDE **review of district-level processes**

   g. Other?

8/10/2016

Supports
Key Questions:

4. Using the areas identified in the CNE as in need of improvement for a school/district, which services below should be provided by the State **to schools** to help them meet needs and improve student achievement? (see notes)

    a. Assistance and training in **school improvement planning**

    b. Assistance and training on **completing the school comprehensive needs assessment**

    c. Assistance to schools receiving **Title I federal funding**

    d. Multi-tiered system of support (MTSS) training

    e. Instructional coaches for teachers

    f. Data coaches for teachers and administrators

    g. Experienced educators **coaching and/or mentoring principals** and other school leaders

    h. Professional development and training about how a **school is a system**

8/10/2016

Supports
Key Questions:

4. Continued….Using the areas identified in the CNE as in need of improvement for a school/district, which services below should be provided by the State **to schools** to help them meet needs and improve student achievement?

    i. MDE review of **school-level processes** and MDE recommendations for improvement

    j. **School culture and climate** review and recommendations for increasing school safety and encouraging and supporting learning for all students

    k. **Second language acquisition** best practices about how to provide high quality instruction and learning for students who are learning English

    l. Training and support in **parent engagement** practices that have been proven to work in other schools

    m. Training and support in providing **differentiated instruction** to meet all students needs

    n. Other?

8/10/2016

Teacher and Leader Quality

MDE-ESSA Teacher and Leader Quality Action Teams

Key Ideas, Questions, and Feedback Requests

8/10/2016

Teacher and Leader Quality
Key Ideas:

Overview of Ideas

- Equity
- Educator Recruitment and Retention
- Career Pathways for Teachers
- Educator Evaluation

Additional Details

- Each of these focus areas is specifically addressed in the MDE's Top 10 in 10 Plan
- Each is also addressed within various activities in ESSA
- Additional information may be found in the Action Team's concept paper, found at http://www.michigan.gov/essa (Click State Plan Development, then Teacher and Leader Quality Action Team)

8/10/2016

Teacher and Leader Quality
Key Idea #1: Equity

- We must provide all students with equitable access to effective teachers in Michigan. Ensuring equitable access is both an end goal and a lens through which Michigan must view all supports related to teacher and leader quality

- Equity means that resource allocation may not be "equal" but is fair and necessary to close gaps.

- Decisions about equitable resource allocation must be based on high-quality data analysis.

Teacher and Leader Quality
Key Idea #2: Educator Recruitment and Retention

- There is a clear need to invest resources to attract promising candidates to the educator professions, ensure effective pre-service preparation, and support continued growth in order to keep effective educators in classrooms and schools.

- Specialized and tailored strategies and programs to recruit, train, support, and retain teachers to close equity gaps are essential.

- Retention strategies may include improved preparation, professional learning, improved working conditions, and compensation incentives

Teacher and Leader Quality
Key Idea # 3: Career Pathways for Teachers

- The development and support of career pathways for teachers to remain close to instruction while expanding their sphere of influence and impact can have many positive effects on teachers, schools, systems, and the teaching profession.

- Career pathways may improve retention of teachers through the development of peer mentorships.

- Distributed leadership models will alleviate strained capacity of administrators while empowering teachers.

Teacher and Leader Quality
Key Idea # 4: Educator Evaluation

- Evaluation of the professional practice of educators is a critical activity for driving instructional improvement and improved student outcomes through a focus on high-quality observation and feedback, collaborative professional learning communities, and personalized development opportunities.

- Many districts need support in building and improving local evaluation systems.

- Michigan educators are invested in making local evaluation systems effective drivers of professional learning and continuous development.

Teacher and Leader Quality
Key Questions:

1. How does Michigan specifically attract, prepare, and retain teachers and leaders in high-needs and/or low-performing schools and districts?

2. How could high-quality partnerships between local school districts and educator preparation programs be established and supported to improve the transition from pre-service to experienced teacher and/or leader?

3. What career pathways should be available to teachers? How should teachers be prepared to move into these roles?

4. What is high-quality professional learning for teachers and administrators? How should it be developed, delivered, and supported?

Using Data to Inform Instruction

MICHIGAN
Department of Education

MDE-ESSA Using Data to Inform Instruction Action Team

Key Ideas, Questions, and Feedback Requests

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

8/10/2016

Using Data to Inform Instruction
Key Idea #1: Data Reporting

Overview of Idea

- The Using Data to Inform Instruction and Leadership Action Team will review current assessment reports and create guidance for enhancing and building a robust reporting system throughout the state.

Additional Details

- The team will review existing reports (national, state, and local) to identify needs, wants, and formatting possibilities.
- The team will work with MDE offices to create a set of guidelines to adjust reports as needed.
- The team will create guidance for how reports should be used and how they should not be used.

Using Data to Inform Instruction
Key Questions: Data Reporting

1. How helpful **to teachers** are the following data elements in understanding student performance on state assessments and using the information to guide instruction and student supports?

   1. Demographic data (how different subgroups of students performed)
   2. Students' performance level on the assessment
   3. Students' scaled score on the assessment
   4. Students' performance by content standard, claim, and/or target
   5. Students' student growth percentile (SGP)
   6. Comparison data (e.g. classroom, school, district, state)

Using Data to Inform Instruction
Key Questions: Data Reporting

2. How helpful **to principals or district administrators** are the following data elements in understanding student performance on state assessments and using the information to guide instruction and student supports?

   a. Demographic data (how different subgroups of students performed)
   b. Students' performance level on the assessment
   c. Students' scaled score on the assessment
   d. Students' performance by content standard, claim, and/or target
   e. Students' student growth percentile (SGP)
   f. Comparison data (e.g. classroom, school, district, state)

Using Data to Inform Instruction
Key Questions: Data Reporting

3. What specific information should the MDE consider when developing student, parent, school, and district reports of student performance on state assessments?

4. Information and data about student achievement, school and district performance, student attendance rates, and other information is provided to educational stakeholders in many ways by different sources. When you are looking for information on a school or district, where do you access data or information?

   a. Media (newspapers, television, radio, magazines, etc.)
   b. School (newsletters, teacher/principal reports, online systems, etc.)
   c. District (Board meetings, community meetings, direct communication, etc.)
   d. State (Website, MDE presentations, etc.)
   e. Other?

Using Data to Inform Instruction
Key Idea #2: Data and Assessment Literacy

Overview of Idea

- The Using Data to Inform Instruction and Leadership Action Team will identify, create, and provide training for Michigan Educators.

Additional Details

- The team will work to increase Data and Assessment Literacy throughout the state.
- The team will work with current stakeholders and identify existing, successful training models that focus on data use.
- The team will create models that are focused on reading data and applying data use to decision making process.

Using Data to Inform Instruction
Key Questions: Data and Assessment Literacy

In collaboration with educational organizations, regional and district personnel, and other stakeholders, the MDE can provide training and assistance in understanding student reports and data.

1. What topics should this training cover, in order to best support schools, districts, and communities in understanding and using student reports and data?
   a. Assessment literacy
   b. Data literacy
   c. Using data to inform instruction, curriculum, and student supports
   d. Instructional and assessment technology
   e. Understanding different data reports

Using Data to Inform Instruction
Key Questions: Data and Assessment Literacy

2. What other information would you find useful for training around student, school, and district data information?

3. In order to effectively provide supports and training to educators across Michigan, in which of the following formats should training on student, school, and district data and information be delivered by the MDE? On which format(s) should the MDE focus most?

   a. Face-to-Face
   b. Online
   c. Blended (combination of face-to-face and online)
   d. Resource documents (technical documentation
   e. Other

Using Data to Inform Instruction
Key Questions: Data and Assessment Literacy

4. How important is it for each of the following groups to receive training on data use for instruction and leadership?

   a. Teachers and paraprofessionals

   b. School Administrators (e.g. principals)

   c. District/Central Office staff

   d. Superintendents

   e. Regional Intermediate School District (ISD) or Education Service Agency (ESA) staff

   f. Ancillary school staff (technology, psychologists, social workers, etc.)

   g. Legislators

   h. Parents and community members

Using Data to Inform Instruction
Key Idea #3: Model practices and protocols

Overview of Idea

- The Using Data to Inform Instruction and Leadership Action Team will create guidelines around appropriate protocols and practices for data use in education.

Additional Details

- The team will investigate successful practices and design protocols as models for other users of data.

8/10/2016

Using Data to Inform Instruction
Key Question: Model practices and protocols

1. What districts or organizations are you aware of that have been especially successful in using data to inform decision-making?

2. What tools, designs, protocols, or practices have you found to be especially effective when using data to inform decision-making?

For More Information:

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

Any questions, please email us at: MDE-ESSA@michigan.gov

Join our listserv and/or a virtual focus group!

Follow MDE:

    Facebook: (@michdepted)

    Twitter: (@mieducation)

    Online: www.michigan.gov/mde