



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

September 20, 2022

The Honorable Michael F. Rice  
State Superintendent  
Michigan Department of Education  
608 W. Allegan Street  
Lansing, MI 48915

Dear Superintendent Rice:

I am writing in response to Michigan's request to the U.S. Department of Education (the Department) on February 3, 2020, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Subsequent to the submission, the Department granted a waiver to Michigan and all States that requested a waiver for the 2019-2020 and 2020-2021 school years due to the impact of Covid-19.

I have determined that the amendment request meets the requirements in the ESEA and, for this reason, I am approving Michigan's amended State plan. A summary of the Michigan's amendment is enclosed. This letter, as well as Michigan's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Michigan's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Michigan's ESEA consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Michigan's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the Michigan Department of Education has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,

/s/

James F. Lane, Ed.D.  
Senior Advisor, Office of the Secretary  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

Enclosure

cc: Chris Janzer, Michigan Department of Education (MDE)  
Paula Daniels, MDE  
Alexander Schwarz, MDE  
Shoua Vang, MDE

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*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

### **Amendment to the Michigan’s ESEA Consolidated State Plan**

The following is a summary of Michigan’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Michigan’s complete ESEA consolidated State plan.

- *Academic Achievement Indicator and Other Academic Indicator for Elementary and Secondary Schools That Are Not High Schools*  
The Michigan Department of Education (MDE) revised its measurements of interim progress and long-term goal for student growth in mathematics for each subgroup in Appendix A. The change adjusts the long-term growth goals, which the State uses to calculate student growth in the Academic Achievement indicator and the Other Academic indicator for elementary and secondary schools that are not high schools, by establishing the same long-term goal for each subgroup.
- *School Quality or Student Success Indicator*  
MDE finalized the long-term goals it will use to calculate its School Quality or Student Success (SQSS) indicators. For each SQSS indicator, MDE set the long-term goal at the 75<sup>th</sup> percentile of the school year 2016-2017 statewide average.
- *System of Annual Meaningful Differentiation Methodology and Weighting*  
MDE added supplemental language to clarify how its system of annual meaningful differentiation includes all schools, including schools without academic assessment data such as K-2 schools, through its SQSS indicators and Progress in Achieving English Language Proficiency indicator.
- *Targeted Support and Improvement – Consistently Underperforming*  
MDE revised its methodology for identifying schools for Targeted Support and Improvement (TSI) based on consistently underperforming subgroups. A subgroup in a school will be considered “consistently underperforming” if it scores in the bottom 25 percent on all indicators.
- *Additional Targeted Support and Improvement*  
MDE changed how frequently it identifies schools for Additional Targeted Support and Improvement (ATSI) from every three years to every six years and made corresponding changes to its exit criteria for these schools to reflect the extended timeline. MDE will now identify schools for ATSI from among TSI schools (i.e., schools identified due one or more consistently underperforming subgroup(s)).