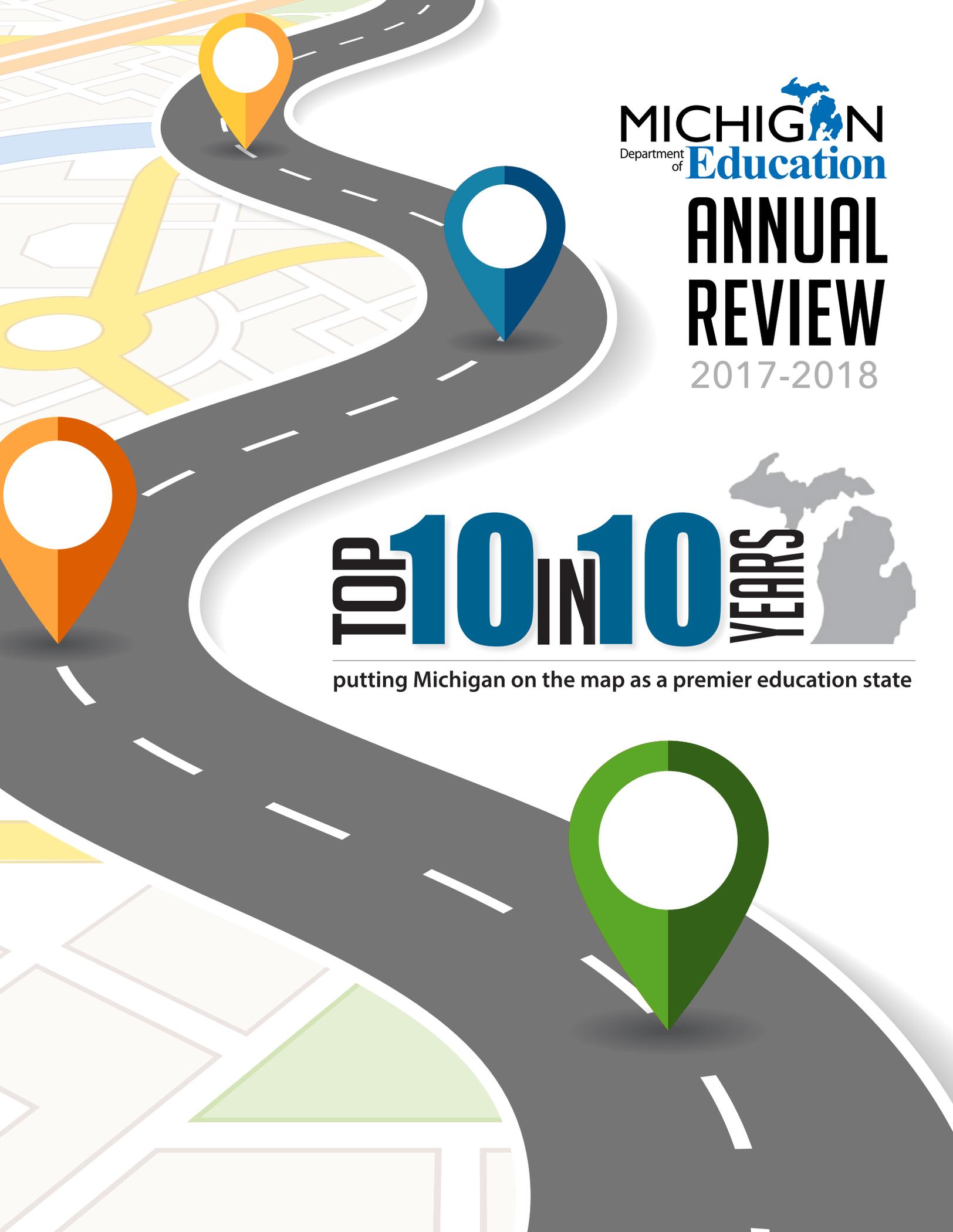




MICHIGAN  
Department of Education

# ANNUAL REVIEW

2017-2018



## TOP 10 IN 10 YEARS



putting Michigan on the map as a premier education state

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STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

SHEILA A. ALLES  
INTERIM STATE SUPERINTENDENT

Dear Michigan Education Stakeholder,

It is my pleasure to present to you the 2017-18 Annual Review for the Michigan Department of Education (MDE). This report is intended to highlight the continuing work our dedicated team at MDE is doing, in collaboration with all of you, to keep Michigan moving toward its goal to become a Top 10 education state in 10 years.

Despite all the progress and dedicated work accomplished at MDE this year, it was a somber one. The passing of State Superintendent Brian Whiston in May 2018 made us appreciate his vision and passion for education even more. When the State Board of Education named me the Interim State Superintendent, I promised to provide continuity and stay true to Superintendent Whiston's initiatives and commitment to collaboration, customer service, and stakeholder input.

Those commitments and collaborations took many large steps over the past year, beginning with the Parent Dashboard for School Transparency. Parents now have their own online dashboard that shows the performance of all K-12 public schools in Michigan and represents a new, improved level of transparency.

The State Board of Education called for creation of the dashboard, and thousands of stakeholders provided input through work groups, parent focus and advisory groups, and parent surveys, which were used in the dashboard's development.

The development and enactment of the Michigan Pathways Alliance and Marshall Plan for Talent to build a world-class workforce pool in Michigan was another accomplishment this past year, to meet the job demands for this century's economic transformations. These programs embrace the goals and initiatives of our Top 10 in 10 work, the Governor's 21st Century Education Commission recommendations, Michigan Science, Technology, Engineering and Math (MiSTEM), and other related talent and education efforts built on stakeholder collaboration.

This report contains details on how over the past year, MDE has applied collaboration and public input to begin implementing the four Focus Areas in Michigan's Top 10 in 10 strategic plan--Learner-Centered Supports; Effective Education Workforce; Strategic Partnerships; and System Infrastructure.

Working together on our collective goals, staying the course that has been set, supporting the vision, and giving these efforts a chance to work and show success will bring greater outcomes and a brighter future for Michigan's students.

Sincerely,

Sheila A. Alles  
Interim State Superintendent

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# EXECUTIVE SUMMARY

Michigan's initiative to become a Top 10 education state in 10 years embedded itself in culture and policy of the Michigan Department of Education (MDE), its partners and stakeholders, and in schools throughout Michigan during the 2017-18 school year.

The seven goals and 44 strategies of the Top 10 in 10 strategic plan are taking shape and beginning to be implemented across the state. The overarching goal of Top 10 in 10 has been the foundation of a number of other efforts to move Michigan forward. The Governor's 21st Century Education Commission report, the state's approved plan to implement the federal Every Student Succeeds Act (ESSA), the Career Pathways Alliance, the Marshall Plan for Talent, and the Launch Michigan campaign all were designed with the purpose of making Michigan a Top 10 education state in 10 years.

This Annual Review details the work MDE has undertaken in the four Focus Areas of the Top 10 in 10 strategic plan: Learner-Centered Supports, Effective Educator Workforce, Strategic Partnerships, and Systemic Infrastructure.

## Implementing the Top 10 in 10

### Learner-Centered Supports

During the past year multiple efforts have taken place in support of Michigan learners. Work initially described in previous reports has matured and expanded or refocused to meet the development and learning needs of all children in Michigan.

Coordinated strategies to improve early literacy has been primary to help support Michigan families, children, educators, and schools. Meeting the needs and supporting the Whole Child addresses obstacles to learning and promotes greater opportunity for every child to succeed. Providing students with a host of strategies, tools, and resources helps build their knowledge, awareness, and confidence to succeed.

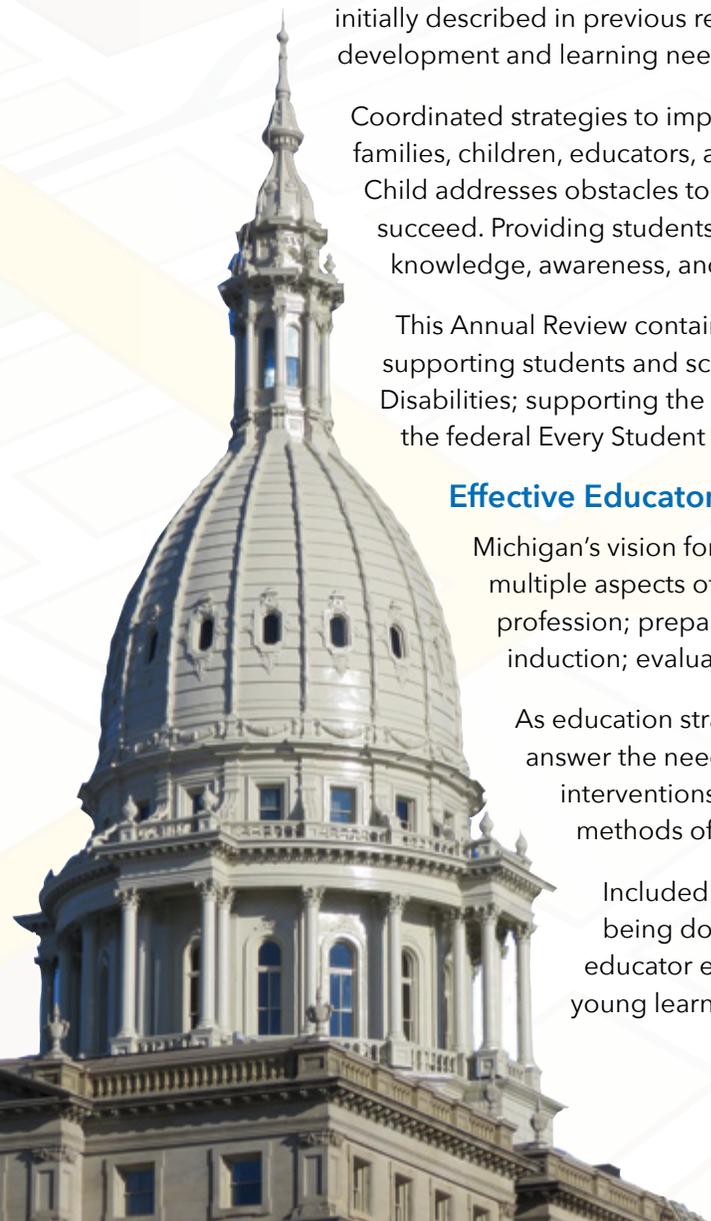
This Annual Review contains details on: statewide efforts with early literacy supports; supporting students and schools; supporting young learners; supporting Students with Disabilities; supporting the Whole Child; updating learning standards; and implementing the federal Every Student Succeeds Act.

### Effective Educator Workforce

Michigan's vision for the highest quality educator workforce in Michigan covers multiple aspects of the "educator pipeline," including: recruitment to the profession; preparation; certification; placement for employment; mentoring for induction; evaluation; professional learning and growth; and recognition.

As education strategies are adjusted to meet the goals of the Top 10 in 10 - to answer the needs of the Whole Child and provide a broad range of supports, interventions, and learning methods - the need to update the skills and methods of educating also must be met.

Included in those efforts detailed in this Annual Review are: the work being done to improve teacher certification, educator preparation, educator evaluation, and teacher leadership; and supporting educators of young learners and establishing residency-based pilot programs.



## Strategic Partnerships

Building strong partnerships within the education spectrum and with external stakeholders who share our collective mission to continue moving Michigan forward is an equally important component to becoming a Top 10 education state in 10 years.

MDE has worked devotedly over the past year to continue to coalesce with partners to help implement the goals and strategies for success. An array of partners work in a variety of ways to help our schools and children succeed - beginning with our youngest learners.

Working with Partnership Districts; the Marshall Plan for Talent; Career Pathways; Early Head Start and Child Care; Early/Middle Colleges; Early On; libraries; and partnering with the 12 federally-recognized sovereign tribes in Michigan are among the details included in this Annual Review.

## Systemic Infrastructure

A strong infrastructure is essential to successful implementation of a strategic plan. As in past years, MDE has worked to align its systems to best support the goals and strategies in the Top 10 in 10 strategic plan. This year, MDE has realigned its internal structure to coordinate its resources to: accomplish the goals of the Top 10 in 10 plan; continue its partnership to scale up effective practices; create common definitions around key terms; and identify and develop resources to support MDE's work, and that of local school districts, intermediate school districts, and early learners.

## Top 10 in 10 Metrics

The Top 10 in 10 vision is built upon identifying measures that will show Michigan has reached its goal of becoming a Top 10 education state. Last year these measures were defined, through both state-by-state comparisons and within-state metrics aligned to the Top 10 in 10 Goals and Strategies.

Baseline data sets were established for six key indicator areas: Exit Ready, Early Learning, Engagement, Effective Educators, Equity, and Efficacy.

This Annual Review includes current data on these indicators, recognizing progress that has been made, as well as signifying the work that continues to be done in this long-term effort to make Michigan a Top 10 education state in 10 years.

The State Board of Education, Interim State Superintendent Sheila Alles, and the entire team at the Michigan Department of Education encourage all Michigan citizens to become informed and engaged in this lofty and attainable goal. The Annual Review is presented to inform, direct, and motivate forward action to do what is best for Michigan's children and Michigan's future.

The electronic version of this report includes links (indicated by blue, italicized text) to related online content. Key points in various sections are bolded for emphasis. Please visit [MDE's Website](http://www.michigan.gov/mde) (<http://www.michigan.gov/mde>) to access the electronic version and related links.

# IMPLEMENTING THE TOP 10 IN 10

As in previous years, this Annual Report showcases the work of MDE and its partners in the state education system over the past year. The initiatives and accomplishments described in the following pages highlight just a few examples of the work underway to make Michigan a Top 10 state for education within 10 years.

## Implementing the Strategic Plan

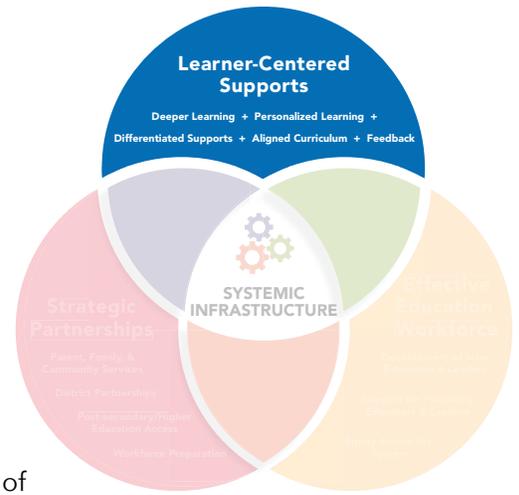


putting Michigan on the map as a premier education state

In 2017-18, MDE continued its work to implement the **Top 10 in 10 strategic plan** ([www.michigan.gov/top10in10](http://www.michigan.gov/top10in10)). After attending the Governor's Education and Talent Summit in 2017, MDE leadership was inspired by the keynote speaker, Michael Fullan, who recommended prioritizing the Top 10 in 10 goals and strategies and identifying within them the "fast boats" - those efforts that could be implemented immediately to show quick success vs. those that required a longer-term effort. The State Superintendent and each deputy superintendent reviewed the strategies of the Top 10 in 10 plan and created a 2017-18 Action Plan containing specific actions that could be accomplished within the year. MDE's focus in the past years has been on many of those actions, in order to build momentum to accomplish the longer-term goals. Specific activities undertaken this year are described in the following pages. While this information is generally grouped by the four focus areas that comprise the Top 10 in 10 strategic plan, many initiatives span across more than one area and are presented below in context with related work.

## Focus Area: Learner-Centered Supports

This year saw multiple efforts taking place in support of Michigan's learners, with a focus on the whole child. Work initially described in previous reports has matured and expanded, or may have been refocused based on input received after initial implementation. Several new initiatives were launched, there was a renewed emphasis on early literacy, and much of the work reflected the vision outlined in the state's Top 10 in 10 and ESSA plans.



## Support for Early Literacy Efforts

MDE continues to collaborate with professional organizations, intermediate school districts (ISDs), and local education agencies (LEAs) in support of literacy. The department has worked diligently to connect the literacy essential practices defined by literacy stakeholders with literacy funding from the State Aid Act and components of Michigan's comprehensive reading law, to support school districts in making decisions that help students to be successful in literacy. MDE recognizes the importance of early literacy to student success, and **MDE's early literacy** efforts became more urgent during the 2017-18 school year in response to the legislature's passage of Michigan's "Read by Grade Three" law that requires schools to identify learners who are struggling with reading and writing and to provide additional help. The law states that third graders who are more than one grade level behind may be required to repeat third grade, beginning with the 2019-2020 school year.

Funds allocated through the State School Aid Act this year supported: Early Literacy coaches in ISDs; additional instructional time for students needing support with literacy skills; and reimbursement to districts for local early literacy assessment systems

## Literacy Theory of Action



**This theory of action requires a structure of supports from the system to the student level.**

and an opportunity for the districts to access a tutoring program provided by Michigan Education Reading Corps.

The implementation of these efforts at the state level is led by the MDE Early Literacy Team, which includes staff from multiple areas of the department. This year, the team worked with Michigan literacy experts and practitioners across the state to revise and update the 2010 Michigan Literacy Plan, by drafting Michigan's Action Plan for Literacy Excellence, which clearly defines Michigan's efforts to improve literacy achievement across the P-20 system. The objective of the plan is to ensure that every child develops strong literacy knowledge, skills, and dispositions. Three goals to achieve this objective are: aligning policies, funding, and resources toward greater literacy achievement; developing a statewide literacy leadership and learning network for families, coaches, educators, and administrators; and supporting instructional skills of educators.

Michigan's Action Plan for Literacy Excellence utilizes the Early Literacy Task Force Theory of Action to support collective impact of literacy partners working together towards a common end. The plan centers on the Literacy Instructional Practices, as does the ISD coach training and Literacy Essentials training provided by the Early Literacy Task Force.

### Library of Michigan Supports Literacy and Learning in Michigan

The *Library of Michigan* ([www.michigan.gov/libraryofmichigan](http://www.michigan.gov/libraryofmichigan)) is housed within the Michigan Department of Education and provides valuable services to public and school libraries across the state, through grants, collaborations, and professional learning. The library's programs also provide support and services for educators, schools, students, state employees, members of the state legislature, and all citizens of Michigan through a number of valuable programs.

**Literacy  
Essentials**

The [LiteracyEssentials.org](http://LiteracyEssentials.org) website provides support for Michigan's early literacy efforts, including access to professional learning resources for literacy coaches and other educators on the topic of literacy.

**EVERY  
CHILD classroom Day**

### Ready to Read Michigan

The Library of Michigan's **Ready to Read Michigan** program encourages reading aloud regularly to children during the early stages of life (birth up to age 5), as it ensures the development of early literacy skills and instills a love of reading. The program is designed for public librarians to model early literacy skill development directly to families and engage in outreach to early childhood centers, classrooms, and daycares throughout their community.



This program is supported by the Institute of Museum and Library Services, with additional support from Bloomsbury Publishing, Consumers Energy Foundation, and the Library of Michigan Foundation. Every year, each public library location in Michigan receives a copy of a chosen book for use in the library, as well as additional copies for use in local school libraries, classrooms, and child care facilities. The public library also receives promotional materials, early literacy tips, and an online programming guide highlighting themes from the book along with activities and aligned downloadable materials.

The 2018 Ready to Read Michigan book selection was *I Got the Rhythm* by Connie Schofield-Morrison, illustrated by Frank Morrison.



### Summer Reading Programs

The **Summer Reading Program** at public libraries encourages children, youth, and families to read, and helps children maintain reading skills. To support Summer Reading, the Library of Michigan is a member of the Collaborative Summer Library Program (CSLP).

The **2018 "Libraries Rock!" booklist** compiled by the Library of Michigan's Youth Services Advisory Council is now available to download, print, and share with local library communities.

### MeL.org

The **Michigan eLibrary (MeL)** ([www.mel.org](http://www.mel.org)) continues to be the premier digital resource for Michigan's K-12 schools and all Michigan residents. With nearly 40 subscription databases, MeL's content covers all curricular content with quality, vetted eResources that are available in schools and to all Michigan residents. The site features separate sections focusing on resources to support students, parents, and teachers.



Michigan's **MeL K12 Education Specialist** is tasked with helping Michigan's K12 community understand that there are no-cost, vetted digital resources for teachers and students from the Michigan eLibrary and how they can incorporate those resources into the classroom curriculum. For the 2017-18 school year, the MeL Education Specialist supported more than 3,500 educators through school district visits, workshops, webinars, or conference presentations, all provided at no charge.

### Michigan Notable Books Program

The Library of Michigan again sponsored the **Michigan Notable Books** program. Every year, the Library of Michigan selects up to twenty of the most notable books, either written by a Michigan resident or about Michigan or the Great Lakes. Each selected title speaks to our state's rich cultural, historical, and literary heritage and proves, without a doubt, that some of the greatest stories are found in the Great Lakes State. As part of the program, 2017 Michigan Notable Books authors visited 50 libraries across the state promoting Michigan books and literacy. Selected authors are honored at an annual event held at the Library of Michigan. This year's keynote speaker was Pulitzer Prize-winning author and Michigan State University alumnus Richard Ford.



### SIGN UP TO RECEIVE

the Library of Michigan newsletter, the LM Dispatch, or view **archived newsletters** on our website.



## Supporting Students, Schools, and Districts

MDE continued its overall supports for schools and districts this year by providing technical support and resources to schools and districts across all programs.

### Information for Schools and Districts

To ensure awareness of important policy decisions that impact schools and districts, each week the MDE sends the **Official Weekly Communication** email, which includes policy memos, information about grant opportunities, details of upcoming MDE-sponsored training and events, and other important information. The Weekly Communication is sent to all local and ISD superintendents, public school academy directors and authorizers, state educational leaders, and others who have signed up to receive the updates.

#### SIGN UP TO RECEIVE

the MDE Weekly Communication and join other MDE email lists or view **archived memos** on our website.



This year, MDE staff provided technical support and assistance to schools and educators through multiple **meetings, conferences and “road shows,”** including:

- the third annual **Surveys of Enacted Curriculum Conference**, held in April 2018; provided information about use of the Surveys of Enacted Curriculum, a web-based tool that provides K-12 mathematics, science, English language arts, and social studies teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the “how” and the “what”), helping identify any disconnects between standards and practice; participation in this conference is free and encouraged for teams from those schools identified for comprehensive support and improvement under the new accountability index
- MDE’s **School Improvement Conference**, convened each fall; featured speakers and breakout sessions to support schools and districts in their school improvement efforts
- the annual **Career Education Conference**, held each spring; provided Career and Technical Education (CTE) educators and others an opportunity to learn about successful CTE programs across the state; gain new and innovative strategies to improve student preparation for careers and college; discover critical partnerships between education, business, and industry that lead to strong CTE programs; and more
- **Regional Spring Workshops** across the state; designed to assist district staff in planning programs funded by state and federal grants; topics are selected based on participant input and feature presentations such as common fiscal issues, coordination of funds, working with private schools, program planning for at-risk learners, and much more
- MDE’s **Migrant Education Program (MEP)** annual Data Entry and Recruiter training; provided detailed training regarding eligibility and data entry requirements, as well as an opportunity for the more than 100 participants from local districts to network and share best practices to support eligible migratory children and youth
- training for trainers who support educators of **English Learners**; MDE’s Office of Educational Supports provides this training through its Sheltered Instruction Observation protocol, through which 53 participants were trained to serve as Master Trainers and will now support educators in neighboring districts
- the **Early On® Conference**, Fill Your Bucket: Connect, Strengthen and Reflect, held in Kalamazoo in November 2017; Early On is the Michigan system that serves infants and toddlers with disabilities and delays, governed by Part C of the Individuals with Disabilities Education Act; over 600 early intervention personnel attended and had an opportunity to consider quality practices in many areas of early intervention
- the **Top 10 in 10 Innovation Road Show**, held this year at nine locations across the state; each regional event featured demonstrations, conversations, and networking around innovative programs or practices, such as flexibility in using the Michigan Merit Curriculum, the Career Pathway Alliance, and connecting students to career and postsecondary options

### Competency-Based Education Grant Pilots

This year's state budget includes funding for **Competency-Based Education** grants to school districts (section 21j of the State School Aid Act). Seven districts applied for and received funding to implement or continue competency-based education pilot programs, in which students advance based on their demonstrated mastery of content. The Office of Educational Supports (OES) has convened the 21j Competency-Based Education Network (21j Pilot Network) for districts receiving funding under this grant. The networking group is designed to facilitate, support, and assist the grant recipient and districts in building, reporting, and supporting competency-based education programs. Use of the state's "#GoOpen" program (described in further detail on page 37 of this report) will be encouraged for all grant recipients. The 21j Pilot Network will meet regularly to discuss, develop, and support initiatives related to competency-based education over the next year.

### Seal of Biliteracy

Another strategy in this year's Action Plan was to adopt a **Michigan Seal of Biliteracy**. The seal, which is based on a **national model** customized for Michigan,



*"(Our district) awarded the Seal of Biliteracy for the first time this year at the Senior Awards Assembly in May. We were excited to have a total of 15 students apply to receive it in such a short amount of time since it was introduced in January. Our World Language department is utilizing the seal as a source of motivation to heavily guide our vision for instruction and curriculum in the upcoming years."*

**Middle School Spanish Teacher**

recognizes high school graduates who exhibit language proficiency in English and at least one additional world language. The seal honors proficiency, regardless of where or how it is acquired. Inclusion of the seal on a diploma demonstrates the graduate possesses knowledge shown to be helpful to future academic and career success.

To develop guidelines for awarding the Michigan seal, MDE convened a workgroup comprised of representatives of: colleges, universities, school districts; cultural and linguistic language centers and schools; national and state affiliates of language groups (for the major languages in Michigan); teachers of foreign languages; language immersion

*"With the limited 'window of opportunity' that we had this year, I was not originally planning on having any students test for the Michigan Seal of Biliteracy. However, because our school's opportune candidate has set a high goal for himself of being a bilingual physician, I decided to push for it. My student couldn't have been more excited for this opportunity, and I couldn't be more thrilled for his success. He has an 'all in' passion for Spanish, as demonstrated by the fact that he studies Spanish at home on his own every day, and the Michigan Seal of Biliteracy ended up providing a great deal of recognition for a student who so deserved it, but one who would have otherwise been 'overlooked' without this special designation. Well done, Michigan Department of Education-- and THANK YOU!"*

**Secondary Spanish Teacher/World Language Department Head**

programs; American Sign Language educators; Advanced Placement (AP) and International Baccalaureate (IB) programs; and Native American tribal language experts. The workgroup researched national practices and similar initiatives in other states and provided its recommendations for the awarding of Michigan's seal, which were adopted in January 2018. Michigan is the 29th state to adopt a seal of biliteracy.

In its first year, more than 350 seals, reflecting fluency in English and over 20 different languages, have been issued. The workgroup members will become the Michigan Seal of Biliteracy Council and will continue to meet and function as an advisory body to MDE regarding use and promotion of the program.

### **FIRST Robotics Grants**

The Educational Technology Unit of MDE's Office of Systems, Evaluation, and Technology has administered the "For Inspiration and Recognition of Science and Technology (FIRST)" robotics grant for the past five years. The purpose of this grant is to improve students' mathematics, science, and technology skills through participation in events hosted by FIRST in Michigan and US FIRST.

Over the past five years, the number of **FIRST Robotics** competition teams has more than doubled. Michigan now has more teams than any other state in the nation, and boasts the fact that the state has 25 percent of the nation's school districts offering the full K-12 FIRST Robotics programming (FIRST Robotics Competition, FIRST Tech Challenge, FIRST Lego League, and JR FIRST Lego League). The number of teams in the state qualifies Michigan as its own region in the FIRST network.

This year, the FIRST World Championships were held in Detroit, hosting more than 15,000 students and 40,000 spectators from around the world, including 111 teams from Michigan. Two Michigan teams—StrykeForce (Kalamazoo) and Team RUSH (Clarkston)—were part of the winning alliance for this year's game, **FIRST POWER UP<sup>SM</sup>**.

*"We work to inspire others, because FIRST inspires us. [Through FIRST], STEM is accessible."*

**High School Senior/  
FIRST Robotics  
participant**

### **FAST FACTS**

**Michigan has more FIRST Robotics teams than any other state in the nation!**

### **Support for Gifted & Talented/Accelerated Learning Activities**

To align the Top 10 in 10 strategy to provide differentiated education and personalized learning for students with the ESSA requirement to implement strategies to address the needs of **gifted and talented** students, this year a team of people—including representatives from local school districts, the Michigan Association for Gifted Children (MAGC), postsecondary institutions, MDE staff, and parents of "gifted" students interested in the education of accelerated learners—met to develop a model policy and guidance for

*"FIRST in Michigan was thrilled to have an amazing partner in the MDE to help us work squarely within the legislative grant parameters to accomplish our mission. We were able to make FIRST accessible to all schools, including those in the most remote areas of Michigan. Without their dedication, willingness, and thoughtful approach, our exponential growth would never have been possible."*

**Gail Alpert, President of  
FIRST in Michigan**

local school districts. The focus of this work is on the identification and proper support for gifted students. According to MAGC, approximately 20 percent of accelerated learners go unrecognized and therefore do not get the supports that they need.

In addition to the development of a model policy, the team is working closely with Michigan Virtual to provide a series of three modules available to schools and districts. The modules will assist educators in identifying and appropriately serving the needs of accelerated learners. Once completed, the modules will be available on the [Gifted and Talented page](#) of the MDE website, which features resources for parents and schools. It is anticipated that the model policy will be shared with the State Board of Education when it is completed later this year, with the documents and tools then made available to schools.

### **Multi-Tiered System of Supports**

In its efforts to support schools and districts in meeting the needs of the whole child, MDE is establishing a **Multi-Tiered System of Supports (MTSS)**, a comprehensive framework comprised of a collection of research-based strategies. MTSS intentionally interconnects the state's education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The MTSS framework provides schools and districts with an efficient way to organize local resources to support educators in the implementation of effective practices with fidelity, so that all learners succeed.

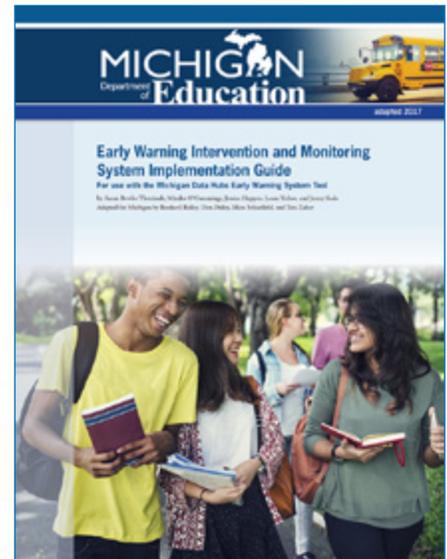
In May of 2018, the MDE released the **MDE MTSS practice profile**. The MTSS practice profile creates shared understanding and clearly defines expectations for what MTSS looks like in practice. The tool identifies the five essential components of MTSS as well as its underlying philosophy, expected outcomes, and research base. MDE's five essential components of MTSS are: team-based leadership; tiered delivery system; selection and implementation of instruction, interventions and supports; comprehensive screening and assessment system; and continuous data-based decision-making.

In the fall of 2018, the practice profile will be put into action in the Transformation Zone. Partnering with the Lenawee and Saginaw ISDs, the school districts of Birch Run, Chesaning, Clinton, Freeland, and Onsted will begin implementing MTSS as defined by the practice profile. Their feedback, and the outcomes for learners in the areas of literacy and behavior, will be used to continuously improve the framework and ensure that quality MTSS professional learning, technical assistance, and resources are being provided to the field. Lessons learned through this work will strengthen the effectiveness of the MTSS framework to meet the needs of learners across the state of Michigan.

### **Early Warning Intervention and Monitoring System**

In an effort to support dropout prevention and increase attendance, MDE has engaged in a cross-office collaboration with strategic partners to promote the use of an evidence-based **Early Warning Intervention and Monitoring System (EWIMS)** to aid local districts in meeting the needs of the whole child.

EWIMS is a data-driven decision making process that helps educators use local data to: identify students who are showing signs that they are at risk of dropping out of school; examine the underlying causes of risk; match students' needs to interventions; and monitor students' progress and the success of those interventions. The EWIMS process aligns with the MDE Multi-Tiered System of Supports (MTSS) and can provide secondary schools with a proven model for addressing attendance, behavior, and course performance issues.



In partnership with the Great Lakes Comprehensive Center, the Michigan Data Hub, and Michigan's Integrated Behavior and Learning Support Initiative, MDE developed differentiated opportunities for those interested in learning how to implement the EWIMS process. These include: videos, PowerPoint presentations, and an implementation guide available on [MDE's EWIMS website](http://www.michigan.gov/mde-ewims) ([www.michigan.gov/mde-ewims](http://www.michigan.gov/mde-ewims)); online training modules developed by MDE, available on the [EduPaths](http://www.edupaths.org) site ([www.edupaths.org](http://www.edupaths.org)); and an Early Warning Tool, which districts can access by participation in the [Michigan Data Hub](http://www.midatahub.org) ([www.midatahub.org](http://www.midatahub.org)).

## Supporting Young Learners

### Great Start Readiness Program

Michigan's **Great Start Readiness Program** (GSRP) provides preschool education for at-risk four-year-olds. Over the years, this program has evolved from primarily part-day programs to now serving the majority of children in school-day programs, to better suit the needs of Michigan families. With a pre-K enrollment of 38,371 and \$243.9 million in state funding in 2017, Michigan was one of only three states meeting all 10 of the quality benchmarks set by the National Institute of Early Education Research (NIEER), which measure factors such as class size, staff-child ratios, training requirements for educators, and more. More information about the GSRP program can be found on [MDE's GSRP webpage](http://www.michigan.gov/gsrp) ([www.michigan.gov/gsrp](http://www.michigan.gov/gsrp)).



*"Michigan deserves credit for enhancing state pre-K policy to become a leader in encouraging high-quality learning opportunities for young children."*

**Steven Barnett, NIEER  
Senior Co-Director**

## FAST FACTS

**This year, Michigan was one of only three states to meet all 10 quality benchmarks set by the National Institute of Early Education Research (NIEER).**

### Great Start to Quality

**Great Start to Quality** (GSQ) is Michigan's quality rating and improvement system that evaluates the quality of licensed programs for children from birth to 12 years. Its goal is to make sure every young child in Michigan has a high-quality learning experience. It provides information and resources to families, and gives opportunities for individuals who work in early childhood programs and for childcare providers to be involved in the process through access to high-quality, state-approved professional development opportunities across the state.



The **Great Start to Quality website** ([www.greatstarttoquality.org](http://www.greatstarttoquality.org)) helps families find the best early learning settings for their children and helps educators improve the care they give to children. Michigan families can use GSQ as a tool to look up and compare early childhood programs to find the best child care. Michigan child care, preschool and afterschool programs are scored in different areas, and those scores are combined to determine a program's Star rating on a 0-5-star scale. A search feature, available "24/7," allows parents to look up and identify these programs at their convenience.

### Early On

Part C of the federal Individuals with Disability Education Act (IDEA), known in Michigan as **Early On**<sup>®</sup> ([www.michigan.gov/earlyon](http://www.michigan.gov/earlyon)), assists in the foundation of support for optimal learning for children with delays or pre-existing conditions. Enrollment occurs after evaluation, and the Individualized Family Service Plan (IFSP) is designed to support families in their understanding of their child's individual

development and the practices that they can embed in the family's daily routine to support optimal growth. Michigan's 56 intermediate school districts are responsible for the outreach, identification, development, and implementation of IFSPs. In February of 2018, the count of currently enrolled infants and toddlers was 10,919, with a total of 22,017 having been served in the 12-month period of February 2017 - February 2018.

### **Preschool Special Education**

A mandate in IDEA requires students with disabilities to be educated in the "least restrictive environment" (LRE). This requirement applies to both K-12 and preschool classrooms and calls for states to increase the percentage of children educated in the LRE over time. MDE continues to work with local districts to support the LRE options for children aged 3-5 years who are identified with disabilities. Over the past three years, Michigan's Preschool Special Education team has worked to develop and facilitate training and targeted technical assistance on the federal requirements to school districts, and to form an Inclusion Stakeholders group to work on inclusive opportunities throughout the state.

As part of the Inclusion Stakeholder work, the team determined that ensuring children are placed in a high-quality setting is crucial. The goal is to ensure the classrooms where children with disabilities are

placed are of high quality. The team embarked on identifying tools to assist in determining placement and explored options for observation assessments of the classrooms. The **Inclusive Classroom Profile (ICP™)** is a structured observation rating scale, designed to assess the quality of provisions and daily practices that support the developmental needs of children with disabilities in early childhood settings.

MDE's Preschool Special Education team will become trainers in the ICP and will offer training around the state to schools, to ensure children have access to and are placed in high-quality classrooms; training will be offered to local schools and districts beginning October 2018.

### **Birth-Age 8 Suspension & Expulsion Policy**

Following the issuance of the **State Board of Education Statement** and Guidance on Developing a Policy for **Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs**, MDE has been working on its broader strategy to develop a more detailed implementation plan, working in partnership with the Michigan Department of Health and Human Services to share information about the policy and model practices in early childhood and child care settings.

*"I am very excited about the upcoming training being offered by the MDE on the use of the Inclusive Classroom Profile (ICP) assessment. As a strong advocate for inclusive education opportunities for our preschool students, I know the value of being able to measure implementation of effective inclusion practices in order to maximize the benefits. I am looking forward to being a part of a continued partnership between the MDE, ISDs, and LEAs to utilize this tool as a means of continued improvement and expansion of inclusive preschool opportunities in my county and in our state."*

**ISD Special Populations Early Childhood Compliance Consultant**

## Supporting Students with Disabilities

This year's MDE Action Plan called for MDE and its Office of Special Education (OSE) to support and implement recommendations of the Governor's Special Education Task Force - a stakeholder group charged with reviewing the state's special education system and making policy recommendations to help ensure all Michigan children have opportunity to reach their full potential.

**For questions or information about special education laws or services in Michigan, contact the MDE OSE:**

**Phone: 888-320-8384**

**Email: [mde-ose@michigan.gov](mailto:mde-ose@michigan.gov)**

### Support for Families

In support of this work, MDE has developed several resources for families, including the launch of the **Family Matters website** ([www.michigan.gov/specialeducation-familymatters](http://www.michigan.gov/specialeducation-familymatters)), which contains a collection of parent-friendly resources, created in partnership with the Michigan Alliance for Families, to provide families with information about the Individuals with Disabilities Education Act (IDEA). Most of the Fact Sheets and other resources on the site are available in English, Spanish, and Arabic, and are easily downloadable by parents or school personnel to share with the parents they serve.

#### SIGN UP TO RECEIVE

email updates when new information is added to the Family Matters website.



This year, the Michigan Special Education Mediation Program team added a new Intake Specialist, to better communicate with and follow up with families and districts as they make decisions and pursue various problem-solving options identified in IDEA. These options include free parent advocacy services, Individualized Education Program (IEP) facilitation, mediation, state compliance investigations, and due process hearing requests.

## Supporting the Whole Child

With the increased emphasis on support for the **Whole Child** in both the state's plan for the federal Every Student Succeeds Act and the Top 10 in 10 strategic plan, MDE's efforts in this area continued this year through a number of initiatives, including approving a common definition of "whole child" to be used by all MDE programs.

### Seclusion and Restraint Policies

With the passage of state legislation regarding seclusion and restraint policies, MDE OSE collaborated with a diverse group of stakeholders to develop the **Policy on the Emergency Use of Seclusion and Restraint**, adopted by the State Board of Education in March 2017. To aid in awareness of new requirements, MDE staff provided a **Fact Sheet** for families and created training modules as well as a list of **Frequently Asked Questions** for school staff regarding statutory requirements. State funding was appropriated for the use of Positive Behavior Intervention and Supports (PBIS) to be implemented at the ISD level in support of effective implementation at the local district level. This work has been provided by Michigan's Integrated Behavior and Learning Supports Initiative (MIBLSI) to fulfill the state requirement for the Emergency Use of Seclusion and Restraint legislation, as a proactive approach for support staff at the district level in the education of students around the issue of behavior.

### *MDE's School Climate Transformation Grant*

These federal funds supported schools within 40 school districts to adopt **positive behavior interventions and supports** (PBIS) within a Multi-Tiered System of Supports (MTSS) framework. Promoting positive school culture through respect and responsibility impacts students' ability to learn.

### *Project AWARE*

In partnership with the Michigan Department of Health and Human Services (MDHHS), MDE has provided training on **Youth Mental Health First Aid** (YMHFA) to schools within three ISDs. YMHFA teaches school staff, administrators, and local law enforcement how to identify, understand, and respond to signs of mental illnesses and substance use disorders. Project AWARE also assists the ISDs in creating ways to break down barriers to getting mental health services.

### *Promoting Physical Activity*

MDE's School Health and Safety unit has developed and implemented a full-day, evidence-informed workshop, **Increasing Student Performance Through Physical Activity**, to help educators understand where physical education and physical activity fit into the big picture of school health and academic achievement. This experience included understanding the immense role physical activity plays in student behavior and mental health, examining the science and research behind adolescent brain development, and developing lessons for immediate implementation in classrooms. Over the past two years, 20 of these workshops have been presented to over 300 educators in at least 20 districts.

### *Social and Emotional Learning*

The Michigan Social and Emotional Competencies and guidance have been completed and are available on the [MDE website](#). A **Social and Emotional Learning** competency crosswalk to Michigan content standards has been completed as well.

### *Support for Marginalized Children*

In collaboration with the Michigan Organization on Adolescent Sexual Health, Washtenaw ISD, and Kent ISD, MDE designed and implemented a unique training that brought together school administrators and the parents of transgender children, to explore challenges and opportunities as well as build a common understanding to ensure these often marginalized children can thrive at school. With goals of building empathy and a shared understanding, and of identifying concrete steps schools and parents can take together to support transgender students, these highly regarded trainings have been attended by more than 30 parents and 50 school administrators from across the state. Michigan has been a leader in innovative training design and is the only state in the country offering a training of this kind.

### *School Safety*

MDE has partnered with the Michigan State Police and the state Attorney General's Office to provide guidance on school safety guidance documents, as well as to promote the **OK2SAY program** ([www.michigan.gov/OK2SAY](http://www.michigan.gov/OK2SAY)), a confidential reporting system for anything that threatens the safety of others.



Stop the Silence. Help End the Violence.

### *21st Century Community Learning Centers*

Supported through a federal grant to the state, Michigan's **21st Century Community Learning Centers** provide comprehensive community learning center services, offering students after-school and summer programming. In 2017-18, \$33.5 million was awarded through 66 grants to 32 grantees operating 249 sites. This program has served more than 320,000 students in 20 Michigan counties since its inception in 2001.

## Family Engagement

Family engagement was an intentional theme across MDE during 2017-2018, as all offices focused on the programs and initiatives being implemented and considered in Goal 5 of the Top 10 in 10 strategic plan. During the year, a group of stakeholders from multiple MDE offices as well as external stakeholders began work and made significant progress on creating a **Family Engagement Framework** that can be universally applied across the educational system. The Framework is inclusive of stakeholder voices and includes a shared definition of family engagement, as well as shared family engagement principles, strategies, and tools for the department, ISDs/LEAs, school buildings, communities, and families to support families as partners in their children's education.

The work was informed by ten focus groups, comprised of family members, community representatives, school staff, and program personnel, to seek and provide input on how to best support families. Through deep dialogue with diverse families and stakeholders, the Family Engagement Framework is being shaped to have meaningful impact on all families, to understand, support, and promote quality outcomes for Michigan's learners. It is anticipated that the final draft of the Framework will be completed in December 2018.

Development of the Framework was not the only intentional effort to ensure family engagement across the programs within MDE in 2017-2018.

- The MDE team responsible for Part C of the Individuals with Disabilities Education Act, known in Michigan as Early On®, informed the request for an additional \$5 million appropriated in the FY19 State School Aid Act to support Early On programming. Early On provides services and supports for families with infants and toddlers who have developmental delay or disabilities. The additional state funding will supplement existing federal funding and allow local systems the opportunity to increase the quality and intensity of their services to best meet the children's needs.

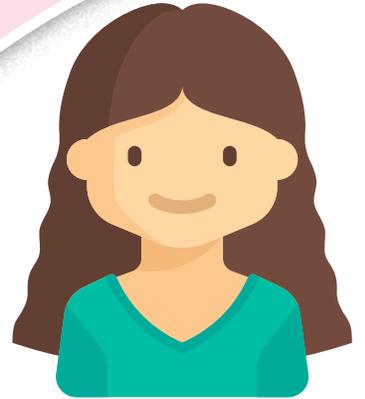
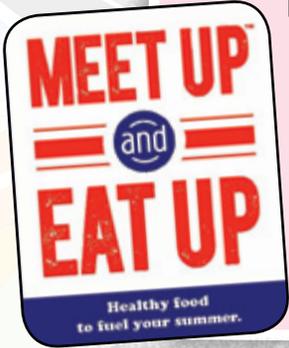
- The Family Engagement Specialist with the Race to the Top Early Learning Challenge worked with the Michigan Department of Health and Human Services (MDHHS) to provide Pathways to Potential Success Coaches with specific training in topics that focus on engaging families in the school-based supports offered through MDHHS.
- The Family Engagement Specialist with the Race to the Top Early Learning Challenge coordinated a training of trainers in the Strengthening Families Protective Factors Framework. In Spring 2017, Michigan engaged a trainer from the National Alliance of Children's Trust and Prevention Funds, to develop 49 new trainers across the state of Michigan. This training, "Bringing the Protective Factors Framework to Life in Your Work," is a series of seven courses that explores five protective factors, training participants on how to work with parents and providers to implement the protective factors in daily practice. Individuals successfully completing the training are certified as trainers and are authorized to use the copyrighted curriculum and related materials to train others.

Additionally, MDE has partnered with Parent Action for Healthy Kids to create the Family Engagement Perception Instrument for schools, used to gauge the parent's perception of the level of engagement at their school. A training component has been developed to assist schools in creating more authentic parent engagement opportunities and partnerships.

## SUMMER FOOD SERVICE PROGRAM

Children 18 years old and younger have access to free, nutritious meals when school is not in session during the summer months at over 1,300 sites statewide. Parents can text FOOD to 877-877 to find the nearest site or use the MDE Meet Up and Eat Up site locator tool on the MDE website to find a participating location. Wherever kids see a Meet Up and Eat Up sign, they know they can eat during the summer absolutely free and regardless of their household income.

In the summer of 2017, over 3.5 million meals were served at Michigan's Meet Up and Eat Up sites. Look for Michigan districts to beat this number in 2018, with 39 added sites since last year. That's including the awesome Park Parties by Maranda at WOOD TV8. Go, summer team!



# Feeding the WHOLE CHILD

## COMMUNITY ELIGIBILITY PROVISION

Community Eligibility Provision (CEP) is an alternative way to serve universal free breakfast and lunch to all students in high poverty districts and schools. This program requires schools to offer free breakfast and lunch, but will allow individual schools to count and claim meals without the normal free and reduced application process, eliminating stigma and streamlining access to quality food.

In 2017-2018, over 210 School Food Authorities (SFAs) provided meals to nearly 700 CEP schools. That's over 300,000 students served daily!

The MDE team is working hard to expand the CEP program for the 2018-2019 school year, with infographics and financial impact profiles aimed at showing building and district leaders how CEP can work at their schools—and feed more of Michigan's kids.

## TEN CENTS A MEAL GRANT PROGRAM

The Ten Cents a Meal for School Kids & Farms pilot program gives schools incentive match funding to purchase and serve fruits, vegetables, and dry beans grown in Michigan.

\$375,000 was provided through competitive grants in 2017-2018 to 32 districts in three prosperity regions, serving 95,000 students. This pilot has been so successful that two new regions have been added for 2018-2019!



## WEEKEND BACKPACKS

MDE partners with Feeding America and local food banks to provide backpacks of food for families in need. This way, Michigan's kids have access to food at times when school is not in session. Both USDA and donated foods go home with students. In addition, every student at Flint Community Schools had access to weekend backpacks through supplemental state funding for Flint.



For more information about school nutrition programs, visit the [MDE School Nutrition Programs website](#).

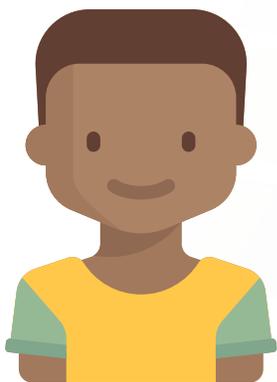
Don't Forget  
the MILK!



## FOCUS ON BREAKFAST

Eating breakfast at school improves academic performance, attendance, and behaviors. In 2017-2018, over 65 million school breakfasts were served to Michigan's kids. Of that number, 83%, or over 54 million, were served at free or reduced-price (FRP). That accounted for an average daily participation (ADP) in school breakfast of 383,989 across the state. That's almost 400,000 kids eating breakfast each day.

For the 2018-2019 year, MDE aims to raise that ADP number by 1% among FRP-eligible students, or 15,000 kids per day. In April 2018, Michigan was awarded a \$60,000 School Breakfast Leadership grant through No Kid Hungry. Now, we need to build a network of partners intent upon reducing the "breakfast gap" and ensuring that Michigan kids start each day ready to learn.



## AFTER-SCHOOL SUPPERS

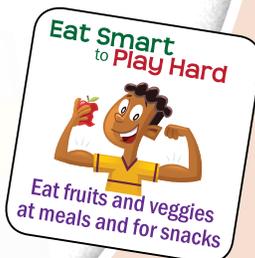
We all know kids are hungry after school. Michigan's Child and Adult Care Food Program (CACFP) provides reimbursements to eligible public and private organizations for serving nutritious snacks and suppers to children through age eighteen who participate in afterschool care programs in low-income areas.

In 2017-2018, over 3.1 million suppers and 1 million snacks were served after the last school bell rang. With growth and expansion of the after school at-risk supper (ARAS) program in 2018-2019, the MDE projects that over 3.5 million meals will be served! Knowing kids are fed well balanced meals after the bell means Michigan kids have even more opportunities to do well in school and school activities.

**FED KIDS are  
SMART KIDS!**

## NUTRITION EDUCATION

Team Nutrition is a USDA Food and Nutrition Service initiative supporting Child Nutrition Programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. Michigan Team Nutrition's initiatives focus on increasing school meal participation and creating healthier school and child care environments. In 2017-2018, Michigan's grant capped two decades of awards, with nearly \$500,000 supporting school nutrition education.



## NUTRITION FOR YOUNG CHILDREN

Each year, more than 5,000 family and group day care homes and 575 independent centers and sponsors of centers participate in the Child and Adult Care Program (CACFP) in Michigan. In 2017-2018, these sites served more than 9.7 million breakfasts, 11.4 million lunches, 16 million snacks, and 3.1 million suppers to children and adults in day-care centers, afterschool at-risk programs, and family day-care homes.

CACFP plays a vital role in improving the quality of day care by making it affordable for many families. The program reimburses the cost of these meals and snacks in order to improve and maintain the health and nutritional status of participants in care, all while promoting the development of good eating habits.

the  
**WHOLE  
YEAR**

## Updating Standards

### Michigan's Social Studies Standards

For the past several years, the MDE has been working with stakeholders to update Michigan's **K-12 social studies standards**. In Winter 2016, a focus group was convened to revisit the proposed standards originally presented to the State Board of Education (SBE) in the previous year. The group included representatives of the Michigan Department of Civil Rights, various groups representing specific populations across the state, teachers, academicians, and others who expressed interest in the revision process. This group met regularly over the next year and produced draft standards that were presented to the SBE in April 2018 and released for a period of public comment.

As part of the public comment process and at the request of the SBE, a series of *Listen and Learn* sessions were held across the state. Based on initial public response to the draft standards, additional sessions were scheduled, and the online public comment survey period was extended by several months to assure broad public input was received.

When the public comment period ends in Fall 2018, the feedback from the online survey and the Listen and Learn sessions will be reviewed by a committee of academicians, educators, and some of the initial authors and focus group members, and all comments will be shared with the State Board of Education. The standards will be revised based on this feedback and then returned to the SBE, for either additional periods of public comment or for approval. More information on the current status of the social studies standards is available on the [Social Studies Standards page](#) of the MDE website.

### K-12 Computer Science Standards Development and Adoption

With the launch of the Michigan Educational Technology Competencies for Students (MITECS), MDE's Ed Tech Unit is now planning the development and adoption of Michigan **K-12 Computer Science (CS) Standards**. This work is critical to the establishment of a more highly skilled technology workforce in Michigan. The K-12 CS Standards will set the foundation for successful implementation of programs detailed in the recently released Marshall Plan for Talent. A committee to draft the standards has convened several times, first to ground the group in the K-12 CS Framework, and secondly to examine the Computer Science Teachers Association CS Standards. The committee will continue to meet throughout the remainder of 2018 and is currently on target to recommend CS standards to the State Board of Education in Spring 2019.

### MITECS

The **Michigan Integrated Technology Competencies for Students** (MITECS), released December 2017, replaced the 2009 Michigan Educational Technology Standards for Students (METS-S). These updated competencies focus on learning enhanced by technology, rather than on technology tools. The MITECS are aligned to the Top 10 in 10 focus area of Learner-Centered Supports, reflecting a learner-driven approach that empowers students to be active participants in determining their educational pursuits.

The MITECS support learning in all content areas. Due to the elimination of federal Title II Part D, Enhancing Education Through Technology, districts are no longer required to assess 8th grade students on technology literacy. MDE encourages districts to take an integrated approach to teaching technology across the content areas to enhance and amplify learning. Many schools already are taking this approach to teaching technology. Leveraging strategic partnerships, MDE is working with the REMC Regional Instructional Technology Specialists (RITS) on MITECS implementation supports and resources.

## Enhancing the State Assessment System

Michigan's **state assessment system** is evolving to align with the vision outlined in the state's Top 10 in 10 and ESSA plans. In 2017-18, MDE successfully led the effort to reduce average testing time for students, down nearly 40 percent from the average time of three years ago. MDE also has shortened the turnaround time to provide preliminary M-STEP assessment results to schools (now typically within 24-48 hours) and decreased the number of incident reports related to assessment administration by 90 percent over the past three years. The use of computer adaptive testing in grades 3-8 for English language arts and mathematics has allowed for personalized testing, more precise scoring than for conventional tests, and improved test security. This year, 99 percent of Michigan's schools administered assessments online (vs. paper/pencil testing). More information about the state system of assessments can be found on the [MDE Assessment and Accountability webpage](#).

### SIGN UP TO RECEIVE

weekly updates related to Michigan's assessment and accountability system, including notices of important deadlines, available resource and training materials, reporting requirements and more, or view archived editions of Spotlight.



**Spotlight** MICHIGAN Education  
on Student Assessment and Accountability



The Michigan Linked Educational Assessment Reporting Network (MiLearn) is a

legislatively-funded project that supports MDE's goal of delivering state assessment data electronically to students, parents, and educators in a more direct manner. This project uses the local school district's Student Information System (currently MISTAR and PowerSchool) to provide authenticated users access to state assessment reports. District administrative staff may configure their system security to locally govern which data is provided to their users.

Additionally, the reports are updated daily using Michigan Data Hub data to accommodate student enrollment changes, which allows teachers to view the state assessment reports based on up-to-date student rosters.

### FAST FACTS

*This year, Michigan was the first state to receive the **Caveon Seal of Excellence** in test security, based on the commitment at both the state and local levels to quality and integrity in assessment.*



## Advancing Equity

To advance equity across the education system, which is a goal of the Top 10 in 10 and ESSA plans, the MDE P-20 System and Student Transitions Division is in the process of convening a Core Team to focus on **Equitable Education and Student Access**. MDE is in an exploration phase regarding the department's role in addressing the challenge of equitable education. The work of the core team will be to make recommendations to MDE's executive leadership and inform potential actions should those recommendations be adopted. Planned actions of the core team over the next year may include, but are not limited to the following: review research regarding equitable education; review data relevant to equitable education; assist in the development of an Equitable Education Approach Document; establish a vision for equitable education; ensure alignment with the Top 10 in 10 strategic plan; determine essential components required to address equitable education; identify and prioritize domains of equity to address; and identify necessary stakeholder perspectives to include in the work.

MDE is committed to taking the necessary steps in this work to ensure that all learners have resources and supports they need to be successful.

## Implementing the Every Student Succeeds Act (ESSA)

### Plan Approval

After months of engagement with stakeholders across the state, Michigan submitted its plan for the federal **Every Student Succeeds Act** (ESSA) to the U.S. Department of Education (USED) in April 2017. In the months that followed, the draft plan was revised several times, providing additional details about the accountability system to define the default accountability system when a statewide A-F system was not enacted by the state legislature, and in response to feedback from USED staff and through its peer review process. The final plan was approved by the U.S. Secretary of Education in November 2017.

### Accountability System

Work is now underway to implement the plan, which is aligned to the goals of the Top 10 in 10. The final **accountability** system in the ESSA plan includes the Parent Dashboard for School Transparency and the **Accountability Index**, through which an index value of 0-100 is calculated for each public school in the state. A school's overall index value is comprised of up to six weighted components: student proficiency on state assessments; student progress towards proficiency on state assessments; graduation rates (high school [HS] only); English learner progress; assessment participation; and a school quality/ student success measure that includes measures of chronic absenteeism, advanced coursework (HS only), postsecondary enrollment (HS only), access to arts/physical education (K-8 only), and access to a librarian/media specialist (K-8 only).

It is from the overall index value that the school's designated support category under ESSA is determined. In March 2018, the first identification of schools under the new system was made. Schools with index values in the bottom five percent statewide or that failed to graduate two-thirds of their students were designated as Comprehensive Support and Improvement (CSI) schools; this initiated the development of a Partnership District

agreement between MDE's Partnership District Office (PDO), the local district in which the school was located, the local ISD, and other local partners. See pages 26-31 for more information about this work. Schools in which one or more federally-determined subgroups of students had index values within the lowest achieving five percent were designated as Targeted Support and Improvement (TSI) or Additional Targeted Support (ATS) schools, and were required to develop an improvement plan, monitored by the local district, to address the areas in need of improvement. This work is supported primarily by staff in MDE's Partnership District Office and the Office of Educational Supports. More information on the index and the state accountability system is available on the **MDE accountability webpage** ([www.michigan.gov/mde-accountability](http://www.michigan.gov/mde-accountability)).

### Parent Dashboard for School Transparency

In January 2018, MDE, in partnership with the



Center for Educational Performance and Information (CEPI), launched the **Parent Dashboard for School Transparency** ([www.MISchoolData.org/ParentDashboard](http://www.MISchoolData.org/ParentDashboard)), a website created to advance the **State Board of Education's**

**vision** of an easy-to-use dashboard, filled with meaningful school-level data that offers a more balanced picture of school quality. The Parent Dashboard is part of Michigan's two-pronged approach to accountability under ESSA, along with the Accountability Index.

### FAST FACTS

*Since its launch, the Parent Dashboard has had 786,000 visitors, with an average of more than 100,000 visits per month.*

*"The aspect of the Parent Advisory Group that I liked most was the diversity of the group. The parents that were involved came from different areas in Michigan sharing the experiences from their perspective. MDE made participating very convenient for all participants. The experience was great."*

**Parent Advisory Group member**

*"I very much appreciate your assistance and your development of this system."*

**ISD Superintendent**

The Parent Dashboard was developed through months of extensive input by parents and educators, including a Parent Advisory Group that provided leadership and guidance on both the dashboard contents and style, as well as in the process used to gather parent input. Parent Focus Groups were convened at multiple sites throughout the state to test the design and function of the site, and an online survey was conducted to assure wide-ranging feedback from parents and others.

In conjunction with the launch of the Dashboard, MDE provided informational tools and resources, including speaking points, PowerPoint presentations, sample messaging, and handouts for school leaders and community groups to aid in communicating about the dashboard to their communities. These

*"Great job with the Parent Dashboard - it presents a lot of valuable information that my office will use when analyzing and evaluating our schools' performance."*

**Charter School Administrator**

customizable resources are available for download from [MDE's Parent Dashboard Resources website](http://www.michigan.gov/MDE-ParentDashboard) (www.michigan.gov/MDE-ParentDashboard).

MDE and CEPI are now working on development of improvements to the site, which will include additional data points recommended by several stakeholder workgroups convened to provide input on topics such as Supports for English Learners, Supports for Students with Disabilities, Educator Excellence, Culture and Climate, and Arts Education metrics. Other changes planned for Phase II and III, going live later this fall and beyond, are the addition of "Points of Pride" measures, improved search capabilities, and the option to compare individual schools. The Parent Dashboard is a living tool and will be improved further in response to future feedback from parents and others.

#### **SIGN UP TO RECEIVE**

periodic news and updates about the Parent Dashboard!



#### **Needs Assessment and Continuous Improvement in Support of the Whole Child**

This year, MDE began what will be a multi-year project to revise and streamline the state's processes used by schools and districts to identify needs, submit continuous improvement plans, and consolidated grant applications. The impetus of this work is the Top 10 in 10 goal of developing an aligned, coherent education system at all levels, and the activities in support of **school and district improvement** outlined in the state's ESSA plan. The effort will be wide-ranging, to include development of a comprehensive needs

assessment (CNA) process that will eventually be used by schools and districts across all MDE-administered programs; to support a school- and district-improvement system that addresses needs identified in the CNA through use of evidence-based practices that support the whole child; and is implemented through funding in a consolidated grants application aligned to the needs identified in the school and district improvement plans.

Activities this year included the convening of a workgroup of internal stakeholders to identify the high-level categories of questions to be included in the CNA. The workgroup's recommendations were shared with multiple external groups, seeking feedback on the recommendations. The workgroup's draft will inform future phases of the development of the CNA. MDE also convened a steering committee that included MDE staff from multiple offices, as well as representatives from school districts, intermediate school districts, education organizations, and others with expertise in school and district improvement. This group was charged with looking at the current school improvement system and the laws that govern it, defining and identifying required processes and data, developing training and professional development, and rolling out the revised process.

The committee's initial recommendations include a call for increased focus on implementation of plans and their impact on students and school/district staff, lessening the planning and evaluation activities. The group also recommended shifting the focus to district-level planning and improvement, recognizing that schools operate within a system. This approach allows school-level planning efforts to support the needs of building staff and students. Another goal of this work is to streamline required applications and reporting requirements, utilizing technology to pre-populate forms whenever possible, to reduce duplication of effort.

This system change will take time and will be rolled out over the next several years, with multiple opportunities to provide information to engage stakeholders for their feedback throughout the process.

### *Evidence-based Practices*

Michigan's ESSA plan requires the creation of a list of "state-approved" **evidence-based interventions** (EBIs) for schools identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). This list of resources will help the districts investigate and select high-impact strategies that could address the primary needs identified through their Comprehensive Needs Assessment process. ESSA requires these schools to incorporate at least one EBI into their continuous improvement plans. Once the plans are developed, MDE approves and monitors them. This year, an internal MDE workgroup began the development of state guidance around the decision-making to select EBIs. The workgroup selected the federal definition of "evidence-based." In the U.S. Education Department document "**Using Evidence to Strengthen Education Investments,**" a rubric provides criteria for four levels of evidence: 1) strong, 2) moderate, 3) promising, and 4) demonstrates a rationale. With these standardized designations, the MDE workgroup group identified two sites (**Evidence for ESSA** and **Results First Clearinghouse**) to offer relevant information about such programs or interventions. MDE will work with the publishers of these sites to incorporate the information into a variety of platforms, to enable districts in their continuous improvement planning process.

### *Equitable Services Ombudsman*

A new requirement in ESSA is that each state designate an **Equitable Services Ombudsman** to monitor and enforce the requirements of ESSA related to equitable services for private school children, teachers, and other educational personnel. The ombudsman works in close collaboration with staff in several MDE offices to provide information to public and private schools in Michigan about the federal requirements.

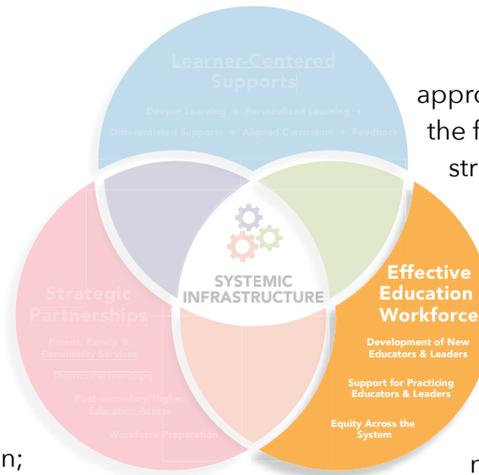
## Focus Area: Effective Education Workforce

Michigan’s vision for the educator workforce covers multiple aspects of the educator pipeline, including recruitment to the profession; preparation, certification, recruitment and placement for employment; mentoring and induction; evaluation; and professional learning and growth. MDE’s internal team also engaged in professional learning activities in order to inform their work for and support of Michigan educators. Highlights on some of the activities that have taken place this year in these areas are described below.

### Revised Teacher Certification Structure

For the past three years, MDE, in collaboration with stakeholders, has been working to revise Michigan’s teacher certification structure and improve the preparation of the educator workforce in Michigan. This effort is in direct alignment with MDE’s Strategic Plan for becoming a Top 10 education state within 10 years. This collaboration has led to the design of a structure that places students at the heart of the system. A key goal of this structure is deeper preparation of teachers to meet the unique learning needs of children at each grade level, particularly in the early years, and for educators focused on early literacy. The goal is to provide specialized training in these areas, which will lead to better outcomes.

The new structure includes: focused grade bands to provide new teachers with specialized knowledge about the students and content they will teach; defined clinical experiences and foundational coursework for each grade band; unique preparation for instructing middle level learners; and enhanced content knowledge preparation for middle school teachers to award high school credit. More information about this new structure can be found on [MDE’s website](#). The department intends to roll the certification structure in tiers, beginning with elementary grade bands followed by middle and high school content areas. The department will revise the PK-12 endorsement program standards as



appropriate. The first teachers to enter the field under the new certification structure are expected to exit traditional teacher preparation programs in Fall 2025.

### Educator Preparation

Michigan law and rules require that any individual wishing to become a teacher in Michigan must complete an **approved preparation program**. Currently, there are different types of teacher preparation program pathways in Michigan: traditional (including accelerated, accelerated residency, and career and technical education), and an alternative route. More information on these requirements can be found on this [Guide to Becoming a Michigan Teacher](#).

Active Providers of (2016-17)	
EDUCATOR PREPARATION IN MICHIGAN	
Alternative Route Teacher	6
Traditional Route Teacher	32
Alternative Route Administrator	2
Traditional Route Administrator	21
Approved Accelerated Residency Programs	3

EDUCATORS (2016-17)	
Newly Issued Certificates	3,719
Teachers Newly Reported in Teaching Assignment	4,657
Teachers Holding Valid Interim Certificates	547
Teachers Holding Valid Advanced Professional Certificates	18
Individuals with Valid Reading Specialist Endorsement	8,170
Individuals with Valid Library Media Endorsement	2,272

MDE’s Office of Educator Excellence supports educators with answers to questions about preparation, certification, professional learning and educator evaluation.

E-mail: [MOECSSupport@Michigan.gov](mailto:MOECSSupport@Michigan.gov)  
 Telephone: 517-373-3310  
 Web: [www.michigan.gov/moecs](http://www.michigan.gov/moecs)

The **accelerated residency pathway** is designed for individuals who are interested in being employed as a full-time teacher and are working toward certification at the same time. Individuals interested in this pathway must have completed a bachelor's degree and have expertise and/or demonstrated skills in specific fields. The required reading coursework is embedded throughout program coursework. Michigan teacher candidates must meet certain examination requirements prior to student teaching and recommendation for certification.

### Michigan Teacher Leadership Advisory Council

Recognizing the important voice that educators bring to the work of MDE, the **Michigan Teacher Leadership Advisory Council** (MTLAC) was launched in 2017. Featuring 24 teachers representing each prosperity region across the state, and selected based on an application process, MTLAC members participated in one of three workgroup topics covering: teacher evaluations outreach; new teacher mentoring and induction practices; and the Michigan Teacher Leader Network Framework.

In addition to the recommendations and feedback they provided on these topics, MTLAC members also provided feedback on MDE initiatives after receiving presentations on topics such as the Parent Dashboard, teacher preparation standards, and Michigan's new teacher certification structure.

Beginning with the 2018-19 school year, the MTLAC will be comprised of the ten regional Michigan Teachers of the Year. The council will continue to offer input on issues of importance to Michigan's educators to better inform work at the MDE.

### Residency-Based Pilot Programs

This year, MDE used federal Title IIA funds to support **residency-based preparation programs** with several educator preparation institutions. Grants were awarded to Northern Michigan University, Saginaw Valley State University, Wayne State University, Central Michigan University, Grand Valley State University, and the University of Michigan Dearborn, each with a specific plan to support educators in a particular region or area of focus. Residency-based preparation programs were developed to provide educators deep and unique classroom experience prior to certification.

### Guidance to Districts on Placement of Educators

This year MDE staff from multiple offices worked with the Office of Educator Excellence to develop supports and guidance for districts regarding **certification and placement for educators.**

These materials can be found on **MDE's website** and will continue to be updated as additional content is developed.

### Educator Evaluation and Student Growth

In March and April 2018, MDE provided a series of three-day collaborative student growth workshops for teachers, principals, and central office staff, helping districts across the state implement student growth systems. MDE also provided a series of six teacher-focused webinars with teachers, coaches, and other

*"Thank you for the professional development resources that we can share with our larger staff "*

*"We walked away with a clear action plan."*

**Workshop participants**

*"This was excellent! Held at an excellent time."*

*"I found the Q&A during the Webinar very helpful. I like to see what questions other teachers have in their districts."*

**Webinar participants**

school leaders, to explore specific strategies and opportunities for teachers to be active participants in their **educator evaluation** and to leverage these opportunities to drive their professional growth. More than 1,000 educators participated in one or more of these events.

## Supporting Educators of Young Learners

### *Early Childhood Workforce Grants*

In 2017, Michigan was one of four states to receive a grant from the National Association of State Boards of Education to study and improve **early-childhood education workforce** conditions. Over the three-year grant period, Michigan plans to develop a framework to strengthen the state's early-childhood education workforce, which will promote alignment between early childhood and the elementary grades.

In 2018, Michigan was named as one of ten states that will receive funding through the National Governors Association and the Council of Chief State School Officers to help develop a policy agenda to strengthen the quality of the state's early care and education workforce. These funds, combined with state investments, will benefit Michigan's efforts to support educators serving children from birth to age eight years.

### *Other Supports*

Other initiatives to promote and support a quality early childhood workforce included: expansion of the T.E.A.C.H. Early Childhood® Michigan Scholarship Program, which are awards scholarships to eligible individuals working towards a degree in an early childhood field; a partnership with Central Michigan University and Mott Community College to provide an **articulated online 2+2 program**, through which participants earn a BA degree in early childhood education; and a partnership with Mott Community College to expand access for **high school-based Child Development Associate training**, a dual enrollment program that allows students to earn college credits while still in high school, as they are prepared to work as an assistant in an early childhood program.

### *Office of Great Start (OGS) Registry*

As part of a multi-state consortium with several other midwestern states, Michigan has created **miregistry** ([www.miregistry.org](http://www.miregistry.org)), an online all-in-one resource for the state's early childhood workforce to track professional development, facilitate training, and support professional growth. Training modules provided through the site have been approved to meet state requirements in core competencies and specific content areas. Organizations providing training for providers are able to promote approved events to interested providers.

## MDE Staff Learning Opportunities

Several offices and programs within MDE hosted learning sessions open to all MDE employees, intended to increase knowledge and understanding around new and ongoing initiatives in the state's education system. Through these sessions, attendees learn about programs outside of their own scope of work to enable connections across all areas of the department.

### *Effective Use of Technology Think Tanks*

A key activity to help meet the Top 10 in 10 strategy of assuring "effective use of technology" was to ensure continued connection to educational technology initiatives, tools, and supports to improve educational outcomes for all learners, by increasing awareness of, removing barriers to, and enhancing use of technology, data, and information in support of Michigan's comprehensive education system. This year, MDE's Office of System, Evaluation, and Technology, Educational Technology Unit staff held monthly **Effective Use of Technology Think Tanks**. The purpose of the Think Tanks was to highlight educational technology initiatives, tools, and supports, specifically those sustained initiatives from the Technology Readiness Infrastructure Grant (TRIG). Through these sessions, MDE attendees learned more about the Michigan Data Hub, EduPaths, #GoOpen Michigan, MiSEN/E-Rate, Michigan Integrated Technology Competencies for Students, and virtual reality in education.

Many great connections were made during the Think Tanks, through sharing, learning, and growing as an organization. These connections resulted in more awareness of technology integrations, and the identification of possible efficiencies that technology could support within the department and the educational system, creating stronger relationships among internal and external stakeholders, and ultimately providing benefits to the educational system.

### Assessment Literacy Workshops

To build a shared understanding of the components of a quality assessment system, the office of Educational Assessment and Accountability (OEAA) joined with the Office of Educational Improvement and Innovation (now OES) to sponsor a series of workshops on the topic of **Assessment Literacy**. Sessions included: Assessment 101; State Summative Assessment Reporting; Interim and Benchmark Assessments; and The Formative Assessment Process. MDE staff also had opportunity to participate in a presentation from Margaret Heritage, a national expert on formative assessment processes.

### Brown Bag Luncheons on Race, Power, and Privilege

This year, in support of MDE's focus on improving outcomes for students of color, particularly African American young men, a cross-office team within MDE organized a series of Brown Bag luncheons on the topic of **Race, Power, and Privilege**, which followed last year's focus on Cultural Proficiency. This monthly program of professional learning is facilitated by MDE staff, and each meeting features researchers from various universities and other practitioners who delve into specific topics in greater depth. Topics for the monthly sessions this year included: an overview of white supremacy; power and positionality; privilege and gaps; race and education policy; dismantling oppression; macro- and microaggressions; and family and community engagement.

## Focus Area: Strategic Partnerships

### Michigan's Marshall Plan for Talent

In 2017, the Michigan Career Pathways Alliance was launched, proposing actions and recommendations to assure every student has the opportunity to explore multiple pathways to find a career matching their interests and goals. This year, this initiative, along with several other efforts to promote and support a talented workforce in Michigan, expanded into the **Marshall Plan for Talent**, continuing the cross-agency collaboration with the Michigan Department of Talent and Economic Development (TED) and the governor's office. In June 2018, Governor Rick Snyder signed into law a multi-bill package that supports these efforts and allocates \$100 million to revolutionize Michigan's talent and education system and prepare students for the 21st century economy.



## MARSHALL PLAN FOR TALENT

INVEST · DEVELOP · ATTRACT

### The Marshall Plan

## HOW WE WILL GET THERE?

<b>DEVELOP</b>	<b>150</b> New Courses
<b>EDUCATE</b>	<b>55,000</b> People
<b>UPGRADE</b>	<b>65</b> Career Centers
<b>TRAIN</b>	<b>5,000</b> Cybersecurity Students
<b>PROVIDE</b>	<b>16,000</b> Low-Income/At-Risk Student Scholarships
<b>HIRE</b>	<b>150</b> Career Navigators
<b>ENCOURAGE</b>	<b>150</b> Teachers to Mentor Others
<b>MAKE</b>	Education and Career Planning Tools
<b>HIGHLIGHT</b>	Career Opportunities

The Marshall Plan for Talent is a revolutionary partnership between educators, employers, and other stakeholders to transform Michigan’s talent pipeline and redesign the ways we invest, develop, and attract talent in our state. The Marshall Plan provides a blueprint and a call to action to coordinate and expand existing programs so they can continue to be effective in their areas of focus. Those efforts provide the foundation for funding a series of new and existing programs around: curriculum; certification programs; professional equipment grants; competency-based education; university partnerships; expanded opportunities in in-demand occupations; career navigation and exploration; scholarships and stipends for those pursuing certifications in in-demand fields; solutions for teacher shortages; and support for innovative educators. More information is available on the [Marshall Plan website](http://www.michigan.gov/marshallplan) (www.michigan.gov/marshallplan).

### SIGN UP TO RECEIVE

news and information about the Marshall Plan.



## Supporting Career Pathways

The Marshall Plan builds on work that is already underway in Michigan, including the **Michigan Career Pathways Alliance** and the **Going Pro Campaign**, developed in partnership with the Michigan Department of Talent and Economic Development



and launched last year. This year, MDE’s Office of Career and Technical Education

(OCTE) shared information about each of these efforts with school districts, including data and a **toolkit** containing promotional materials. OCTE staff also developed the CTE playbook and convened meetings of the Career-Readiness Cross-Sector team, with members from both business and education, to outline next steps for this work. This group will continue to meet to integrate its work with the activities of the Marshall Plan in the coming year.

## Early Middle Colleges

Early Middle Colleges—partnerships between high schools and postsecondary institutions to provide college-level courses and credits to students in a high school setting—represent one of the ways that Michigan’s schools meet the Top 10 in 10 goal of students earning postsecondary credits while still in high school. The number of students participating in Early Middle College schools or programs across the state continued to increase this year, up from 9,162 in 2016 to 11,208 in 2017. More information about Early Middle College opportunities can be found on the [MDE website](#).

## Partnership Districts

Last year, MDE introduced the **Partnership Model**, representing a new vision for supporting the state’s lowest performing schools and districts. Its goal is to help districts make success a reality for these schools. With multiple partners committing to be actively engaged – including local board members, the intermediate school district, education organizations, business interests, community members, parents, higher education organizations, foundations, and other partners – work will ensue to identify a plan of supports and interventions that will improve student outcomes. Academic outcomes are a primary focus, and other whole child outcomes that can impede improved academics—like health, nutrition, behavior, and social/emotional issues—also are addressed in partnership agreements.

Each district is assigned an MDE liaison who serves as the primary point of contact between school and district leaders and the state. Under a Partnership Agreement, each local district remains in total control of its schools, with support from MDE and partners. Each agreement includes 18- and 36-month accountability timelines when the district will be evaluated on its progress toward goals.

Partnership agreements spell out the role each partner will play in carrying out the plan, as well as specific academic and other outcomes that will be achieved at each point during the 36-month timeline.

### Original Nine Partnership District Snapshots

In 2017, partnership agreements were signed with an initial group of nine school districts - those containing one or more of the 38 schools that had been identified for closure by the State School Reform Office. Since those agreements were signed, each of the districts has customized locally driven solutions for school improvement, in partnership with MDE and other partners, in order to implement their plan.

#### Benton Harbor Area Schools

Enrollment: 2,155

Partnership Schools: 5

**Key Partners:** Berrien Regional Education Service Agency (RESA), Andrews University, Lake Michigan College, Whirlpool Corporation, Boys/Girls Club, Lakeland Hospital, and Second Baptist Church

**Key Challenges:** Like many Michigan school districts, Benton Harbor Area Schools (BHAS) has been experiencing declining enrollment and revenue over the past several years. High teacher and administrator turnover as well as other systematic issues have resulted in BHAS having several schools identified as Persistently Low Achieving in previous years.

**Key Changes from Partnership:** BHAS has benefited tremendously from partners, such as Berrien RESA, that have helped provide leadership support and stability in key leadership positions of Human Resources, Operations, Technology and Budgeting. Additionally, other partners have provided both academic enrichment programs and behavioral intervention programming for BHAS students during and beyond traditional school hours. During the summer of 2018, BHAS signed a landmark five-year cooperative agreement with the Michigan Department of Education to provide leadership in the form of a Chief Executive Officer. This cooperative agreement is designed to help provide stabilized instructional leadership and help BHAS restore financial stability.

#### Bridgeport-Spaulling Public Schools

Enrollment: 1,537

Partnership Schools: 1

**Key Partners:** Saginaw ISD, Saginaw Community Foundation, Creative Synergy, and Center for Success Network

**Key Challenges:** Bridgeport-Spaulling Public Schools (BSPS) had one school identified with low performance in both English language arts and mathematics. Additionally, this same school has struggled with attendance rates, lack of instructional materials, poor parental engagement, and teacher turnover.

**Key Changes from Partnership:** BSPS experienced extraordinarily consistent and coherent support from their many community partners. The Saginaw Community Foundation generously financed an after-school program for the entire district. The program provided homework support, along with English language arts/mathematics tutorials for students, four days a week for two hours each day. Similarly, the Center for Success Network provided after-school mentoring for selected students, four days a week, ninety minutes each day, to promote self-control, self-initiative and self-respect.

*"I am encouraged by the Partnership District Agreement/Model because it is the most collaborative process I have seen to address student achievement. The Michigan Department of Education has done an amazing job in allowing districts to develop a comprehensive approach to sharing best practice and meeting the needs of our respective school communities."*

**Partnership District Superintendent**

**Detroit Public School Community District****Enrollment:**  
50,875**Partnership Schools:** 59

**Partnership Schools:** Cohort 1: 22 schools; Cohort 2: 24 schools added; Cohort 3: 13 schools added -- Total: 59 Partnership Schools (Total Schools in District: 112)

**Key Partners:** Wayne RESA, Michigan State University, Eastern Michigan University, University of Michigan, Wayne State University, Detroit's Children's Fund, Detroit Federation of Teachers, various business CEOs, MDE, Skillman Foundation, Attendance Works, Wayne Mental Health Authority, Detroit Health Department, City Year, National PTA, Michigan PTA

**Key Challenges:** Key challenges include: student and teacher recruitment and retention; chronic absenteeism; building facilities; rigorous content; expanding wraparound services; improving parent and community engagement.

**Key Changes from Partnership:** Detroit Public School Community District (DPSCD) has been awarded \$1.6 million from the 21h Funds grant to support teacher recruitment and retention of teachers to work in Partnership Schools. The District has aligned their DPSCD Strategic Plan 2020, Partnership Agreement, and School Improvement Plan to create one central focus on student achievement. DPSCD is scheduled to implement a new curriculum districtwide, beginning Fall 2018. Teachers are currently receiving professional development to ensure a smooth beginning with the new curriculum.

MDE Deputy Superintendent Venessa Keesler represents MDE on the Detroit Community Education Commission (CEC) board. The CEC's mission is to break down barriers that prevent families and children from accessing quality schools in Detroit.

**Eastpointe Community Schools****Enrollment:** 2,190**Partnership Schools:** 1

**Key Partners:** Big Brothers/Sisters, Gleaners Food Service, Macomb ISD, Concordia University, MI Excel Blueprint for Turnaround Consultant Services/Calhoun ISD

**Key Challenges:** Eastpointe Community Schools (ECS) has the lowest teacher salaries in Macomb County and the surrounding area, with significant turnover in the district's 210-member teaching staff; 41 (20 percent) teacher resignations/retirements since the end of the 2016-17 school year. Students in some classrooms have multiple teachers in a given year due to staff turnover. ECS curriculum at the high school level is outdated and nonexistent for various subjects. Racial and socioeconomic issues presented a disconnect between families, students, and staff.

**Key Changes from Partnership:** Partnerships were established with Big Brothers/Big Sisters, which connects students to mentors and advocates for academic success. Macomb ISD uses the Regional Assistance Grant to provide ECS with coaches. Eastpointe was an early adopter of the Blueprint and utilizes all aspects of the Blueprint. Concordia University provides teachers with the opportunity to obtain additional certifications and/or advanced degrees.

*"Partnerships are a critical component of any district's success. The partnership agreement between the Michigan Department of Education and our district continues to be a promising opportunity for us to work together to create successful academic and learning opportunities for the children of the district. We look forward to the continued collaboration and strategic support that is aimed at helping us reach our goals."*

**Partnership District Superintendent**

**Kalamazoo Public Schools****Enrollment:** 12,759**Partnership Schools:** 2

**Key Partners:** Kalamazoo RESA, Communities in Schools of Kalamazoo, Kalamazoo Community Mental Health, Gryphon Place, Western Michigan University, Michigan Department of Health and Human Services/ Pathways to Potential, and Stone Church

**Key Challenges:** Both of their identified buildings indicated that a number of grade level teams were struggling to implement the new math curriculum resources. The district has also indicated that there is a significant challenge with providing guest teachers to provide coverage during teacher meetings, intervention programming, and teacher absences. The district has experienced difficulty hiring qualified coaches to participate in the Read Now grant through Western Michigan University.

**Key Changes from Partnership:** Kalamazoo continues to benefit from the various partnerships it has developed over the years. Through partnership, the district provides many wraparound services to address the multiple social/emotional needs of the students. KRESA continues to partner with the district in providing academic coaches and resources to address the social/emotional needs of the students.

**Muskegon Heights Public School Academy System****Enrollment:** 744**Partnership Schools:** 2

**Key Partners:** Muskegon Area ISD, Boys & Girls Club of Muskegon Lakeshore, City of Muskegon Heights, Coalition for Community Development, Davenport University, Muskegon Community College, Muskegon Heights Alumni Association, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), and WZZM

**Key Challenges:** Muskegon Heights Public School Academy System (MHPSAS) is an all-charter school district created in 2012 after the Muskegon Heights School District was dissolved due to financial instability and systemic student academic performance issues. The school district had an Emergency Manager from 2012 to October 2016; since the financial emergency is currently resolved, a Receivership Transition Advisory Board (RTAB) oversees the district's emerging financial stability. The first five-year strategic plan for the school district was completed in Spring 2017 and the goals from the strategic plan serve as the core goals of the Partnership Agreement.

**Key Changes from Partnership:** MHPSAS has used the Partnership Agreement as an expression of the five-year strategic plan, which was collaboratively created by students, parents, staff, and community partners. The Partnership Agreement has been a catalyst to heighten the urgency and priority to drive for student outcomes, gives hope and stability to the local community, and targets community support towards high-leverage activities that yield positive academic and non-academic outcomes for students.

*"What we most appreciate about being a Partnership District is the notion that MDE recognizes our internal capacity and expertise to turn our identified schools around. MDE does not come in with the 'answer' and does not force us to collect mounds of data that will go on a shelf. Quite the contrary, they serve as thought partners and work collaboratively with us to search and implement long-term solutions for our unique challenges."*

**Partnership District Superintendent**

## Pontiac City School District

Enrollment: 4,262

Partnership Schools: 4

**Key Partners:** Oakland ISD, Oakland University, Oakland Community College, Pontiac Ministerial Alliance, General Motors (Powertrain Student Corp.), Woodside, Ascend Foundation, Huntington

**Key Challenges:** Pontiac's challenges include staffing, especially in hard-to-fill positions, and student attendance. Progress is being made, however, ensuring that interventions implemented positively impact the closure of the achievement gap.

**Key Changes from Partnership:** Teacher "pathway" is a program that works with Oakland University to place education students with the appropriate number of course hours in the district as substitutes, and supports the building of relationships and loyalties that lead to college students seeking employment with Pontiac. This helps address the "staffing challenge". Pontiac continues to focus its participation as a Blueprint District and has intensified its use of data for decision-making at both the building and district level. They have also enhanced alignment of partner resources to support district and school goals.

## School District of the City of River Rouge

Enrollment: 2,149

Partnership Schools: 2

**Key Partners:** Wayne RESA, Guidance Center, City of River Rouge, National Kidney Foundation, Henry Ford Hospital

**Key Challenges:** River Rouge's students face multiple forms of trauma and challenges with student attendance, as well as the challenges of implementing a viable curriculum with fidelity.

**Key Changes from Partnership:** River Rouge is showing a more focused and aligned work with partners - getting everyone on the same page, going in the same direction while leveraging resources in a systematic way. They are also providing enhanced conversations, where data drives discussions and decisions, as well as closer monitoring among staff on progress toward goals and benchmarks.

## Saginaw Public Schools

Enrollment: 5,755

Partnership Schools: 1

**Key Partners:** Saginaw (SISD), Michigan Association of School Boards, Michigan Association of School Administrators, Middle Cities Education Association, Saginaw Education Association, Saginaw Public Library System, Saginaw Valley State University

**Key Challenges:** The high school was identified in 2017 for low performance in English language arts and mathematics. Concurrently, the district has experienced significant changes in central office leadership and at the building level, which has an impact on systemic progress of the district. The district has experienced difficulty in creating a comprehensive student data warehousing system; in lowering the yearly teacher turnover rate; in obtaining a viable and aligned curriculum; and in protecting the classroom instructional time.

**Key Changes from Partnership:** Saginaw Public Schools had three CSI schools, but currently has just one CSI school in the district, Saginaw High School. The SISD has provided Instructional Coaches for job-embedded professional development and introduced a Multi-Tiered Systems of Support into the district. Moreover, the SISD provided School Improvement Facilitators and an Intervention Specialist to serve as the primary point of contact between the district and the SISD. They also conduct monthly meetings between the SISD Instructional Team and the Loomis and Saginaw High Partnership Teams.

## Continuing School Reform and Partnership District Efforts

In June 2017, through **Executive Order 2017-5**, Michigan Governor Rick Snyder returned the School Reform Office (SRO) from the Michigan Department of Technology Management and Budget to the Michigan Department of Education. This decision was made in recognition of the work of MDE and the late State Superintendent Brian Whiston to establish policies and procedures to support sustainable and positive student outcomes and to align the support for schools under the authority of the SRO with the MDE's overall efforts to support schools and districts throughout the state.

In October 2017, seven additional districts were identified; these had not made significant progress towards their goals under the authority of the state school reform office. MDE worked with these districts to develop partnership agreements, and work is underway to carry out the plans outlined in those agreements.

The approval of Michigan's plan for the federal Every Student Succeeds Act (ESSA) included the Partnership Model as Michigan's approach to supporting struggling schools (those identified for Comprehensive Support and Improvement [CSI]). In March 2018, under the state's new accountability system under ESSA, an additional 21 school districts were identified. Discussions with this group of districts, which includes both traditional public and charter school districts, led to all of them completing signed agreements by July 2018. The Office of Partnership Districts will work with a total of 33 partnership districts for the next three years to support student achievement and success.

## Supporting Students and Families in Flint

As part of the ongoing effort to address the challenges brought on by the Flint water emergency, MDE has worked with local, state, and federal partners to **support the children and families of Flint**.

- MDE, in coordination with the local Genesee Department of Health and Human Services (DHHS) and the Flint Early Childhood Partnership, worked to **expand Child**

**Development and Care** (CDC) access to children in Flint (age birth to three years). These efforts included amendments of the eligibility criteria for these services, and the purchase of 762 slots in five high-quality early learning programs, including the new **Educare** location. In September 2017, 943 children were being served through the modified eligibility criteria.

- As of June 8, 2018, 70.66 percent of children served by **Early On**® in Genesee ISD (GISD) lived in the zip codes affected by lead-tainted Flint water (n = 766 of 1,084), thus eligible for services using state funds.
- For fiscal year 2018, GISD and its partners enrolled and served a total of 512 children in the **Great Start Readiness Program** who were eligible under the Flint Water Emergency criteria (as defined in PA 108 of 2017, Sec. 11s[1] & [5]). Of note, an additional 436 children who were served with blended **GSRP/Head Start** funding were also eligible under the Flint Water Emergency criteria.
- Since May 2017, 335,685 **fresh produce snacks** have been provided to children in childcare centers in the affected area. This brings the total number of snacks provided to children in affected areas to 540,894 since September 2016. In June 2018, additional funding was secured that will allow for 300,000 more fresh produce snacks to be served to children in childcare centers and homes in the coming year.
- MDE works collaboratively with the National **Let's Move Salad Bars to Schools** initiative to target salad bars for schools in the affected zip codes. These continuing efforts helped to secure a new salad bar at the Michigan School for the Deaf this past spring.
- MDE and the Michigan Department of Health and Human Services partnered to provide **additional food assistance benefits** for families affected by the emergency. Additional nutrition education and assistance for budgeting these food dollars has been provided by Michigan State University (MSU) Extension and will be extended through September 2018.



the state's federal funds to increase the appropriate levels and types of services delivered by qualified personnel, based on the individual needs of the children and their families in the coming year. MDE staff are working to ensure that the funds are distributed in a timely and efficient manner, and that data are collected to confirm the investment and demonstrate the need for possible funding increases in future years.

### Child Development and Care Outreach Plan

The MDE Office of Child Development and Care worked closely this year with the Michigan Department of Licensing and Regulatory Affairs, the agency responsible for licensing child care providers and programs, and with the state Department of Health and Human Services (DHHS) to develop an outreach plan to share information about recent **changes to the federal Child Care Development Block Grant**, due to reauthorization. Training modules and webinars were developed for DHHS local office staff and field operations, and publications related to child care licensing rule changes were developed and shared with licensed child care providers, along with presentations to multiple groups throughout the state. Additional details were posted online and will continue to be shared in the coming year. More information can be found on the [MDE Child Development and Care website](http://www.michigan.gov/childcare) ([www.michigan.gov/childcare](http://www.michigan.gov/childcare)).

### Partnering with the 12 Federally Recognized Sovereign Tribes of Michigan

The Michigan Department of Education's desire to ensure that every student succeeds includes learners from the state's 12 federally recognized American Indian Tribes. Through its **Indigenous Education Initiative**, MDE is working with the tribal nations to determine what authentic and meaningful consultation looks like in Michigan (a requirement in ESSA). The focus of the initiative is to build a cohesive and sustainable approach for collaboration between the tribes, the state, and local districts to address educational issues and shared priorities on behalf of indigenous students and communities in Michigan.

In addition to developing consultation guidance and emerging data sharing agreements, a critical component of this approach is the provision of learning opportunities for MDE staff. To this end, the MDE has partnered with tribal communities and indigenous scholars to convene Indigenous Education Listening and Learning Forums.

In the summer of 2017, Superintendent Whiston and representatives from MDE participated in a Listening and Learning Forum hosted by the Saginaw Chippewa Tribe of Mt. Pleasant, Michigan. The goal of the forum was to explore the history of tribal education in Michigan and the measurable impact that the federal "boarding school era" has had on the quality of education for tribal nations in Michigan. Attendees included: members of the MDE's Indigenous Education Roundtable (inclusive of all divisions of MDE); education representatives from the Gun Lake, Hannahville, Lac Vieux Desert, and Little Traverse Bay Band tribal communities; the Zibiwing Center of Anishinabe Culture and Lifeways; and tribal leadership of the Saginaw Chippewa Tribe.

The two-day forum included a guided tour of the cultural center, a talking circle with tribal education leaders, and participation at the day of "Honoring, Healing, and Remembering" on the grounds of the former Mt. Pleasant Indian Industrial Boarding School. This educational collaborative, convened on both ancestral and tribal federal trust land, allowed for an inclusive and experiential teaching format for participants to learn about the history of not only the Mt. Pleasant Indian Industrial Boarding School, but of Anishinabek culture.

In his remarks to forum attendees, Superintendent Whiston acknowledged the need for the Michigan Department of Education to continue to educate itself on the history of tribal education and expressed his commitment to partner with the tribal nations in Michigan to support indigenous learners and their communities.

MDE also supports coordination with tribal early childhood programs. In January and April 2018, MDE's Child Development and Care and Head Start Collaboration offices met with tribal Child Care and Head Start Administrators for consultation around

state early childhood activities. Representatives from the federal Office of Child Care also attended the April meeting, to provide updates on child care reauthorization. MDE plans to continue these opportunities in 2018-19. Additionally, the Head Start State Collaboration Office Director participates in the advisory for the tribal Head Start Collaboration Office at the national level.

## IDEA Grant Administration

This year, the MDE's Office of Special Education focused on reframing its relationship with Michigan's 56 intermediate school districts (ISDs), which serve as the state's partners in their role as subrecipients of the **federal Individuals with Disabilities Education Act (IDEA) grant**. This work centered on clarifying the roles and responsibilities of MDE and each ISD in administering IDEA funds, reviewing and assessing the state accountability system for IDEA funding, and supporting ISDs in developing a system of general supervision over the districts they serve. Efforts also were made to create a more proactive approach to the implementation of the federal statute and regulations, by developing a broad continuum of both support and enforcement to ensure a free appropriate public education in the least restrictive environment, to improve outcomes for all students with disabilities. This work is expected to continue over the next several years.

## School Libraries in the 21st Century (SL 21)

The Library of Michigan's **SL 21** program recognizes school libraries and library media specialists of particularly high quality, and promotes the development of similar initiatives in other schools. The program is based on the School Library 21st Century benchmarks (**SL 21 Benchmarks**). This year, 38 additional school libraries were certified in the program, bringing the total of 133 libraries and media specialists across the state that are recognized as meeting a set of high-quality standards for their school communities.

Also this year, the Library of Michigan created a **Model SL 21 Award** to recognize an exemplary school library program. The goal of the award is to create an opportunity for other schools to learn from a peer organization about their best practices and to help improve school library services throughout

Michigan. Lakeview High School in Battle Creek is the Model School Library for the 2018/19 school year. Staff from the Lakeview High School Library are available for consultation with and visits from other educators who want to learn more about their successful program.

## Education Research

### *Michigan Education Research Institute (MERI)*

To inform and support the use of research in the education system, MDE is developing formalized research partnerships with Michigan State University and the University of Michigan. The **Michigan Education Research Institute (MERI)** will coordinate research around the implementation of initiatives supporting the Top 10 in 10. Building upon previous research projects and initiatives, the more formal partnership will be launched in the coming year.

### *Research and Data Analysis on Educator Workforce*

This year, MDE's Office of Educator Excellence produced several white papers on topics related to the educator workforce in Michigan, available on the **MDE Educator Workforce Research website**.

### *Internal Evaluation*

MDE also will be working on establishing definitions and protocols to support a department-wide process for **internal evaluations** of Top 10 in 10 efforts to inform programs, policies, and initiatives. An internal workgroup was convened to begin the cross-office discussion, and this work will continue throughout next year.

## Shared Education Vision Team

In November 2017, State Superintendent Brian Whiston brought together key education partners and authors of education reports to identify and work to achieve three to five priorities to move Michigan toward the goal of becoming a Top 10 education state. He believed that Michigan would not attain this goal if different groups were working in isolation. He also believed we needed to work collaboratively and collectively. The group began meeting monthly and continued under the leadership of Interim State Superintendent Sheila Alles, as it identified specific priorities and action plans that all members supported.

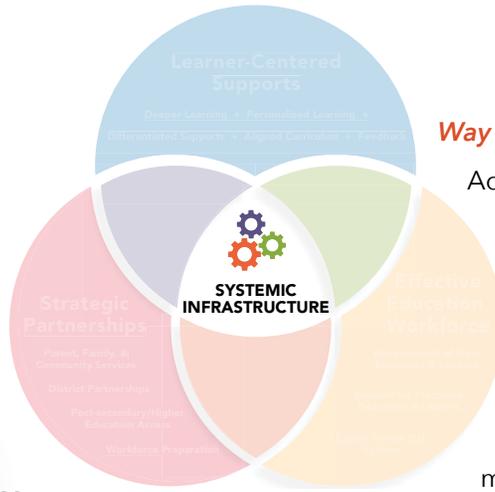
## Focus Area: Systemic Infrastructure

Because a strong infrastructure is essential to successful implementation of a strategic plan, MDE has continued to work to align its systems to best support the goals and strategies in the Top 10 in 10 plan. This year, the department made changes in its internal structure to align staffing resources within MDE to accomplish the goals, and continued to scale up effective practices, create common definitions around key terms, and identify and develop resources to support not only MDE's work, but that of the intermediate and local districts and schools that comprise the system of support for Michigan's learners.

### Michigan's State Systemic Improvement Plan

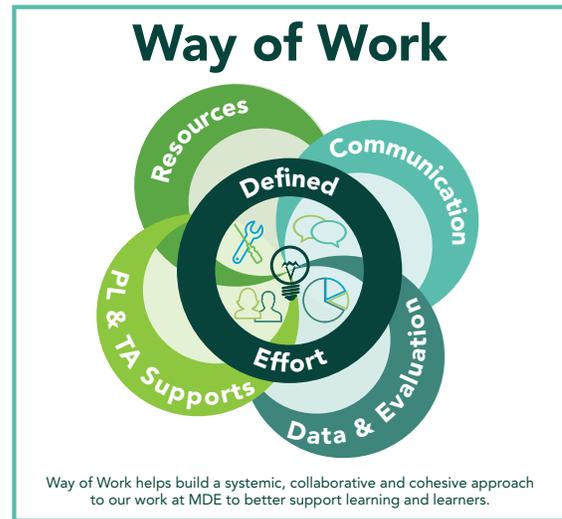
MDE is engaged in a multi-year improvement plan to drive change across the entire education system. This work is outlined in the **State Systemic Improvement Plan** (SSIP) that underlies the department's ongoing efforts. The SSIP provides the framework through which new initiatives are implemented and decisions are made in the implementation of the Top 10 in 10.

Now in its fourth year of this process, MDE has: created its Top 10 in 10 Strategic Plan; developed a theory of action, defined work, and processes; and, in partnership with the State Implementation and Scaling-Up of Evidence-based Practices (SISEP) Center, has begun work in the **"Transformation Zone."** Through this process, the Multi-Tiered System of Supports (MTSS) framework is being implemented in collaboration with selected schools and districts within participating intermediate school districts, to assure fidelity of implementation processes. Results are monitored, using defined evaluation protocols, with the goal of eventually bringing the work to scale across all schools and districts within the state.



### Way of Work

Adopted last year as part of the SSIP, MDE's Way of Work approach continues to guide the implementation of all major initiatives within the department. This model is the backbone of cross-office collaborations, providing a framework for decision making and resource allocation across all aspects of the defined effort.



### MDE Internal Operations

This year, MDE focused its internal efforts to better align its work with the goals outlined in the Top 10 in 10 plan. MDE leadership implemented a standard protocol for hiring office directors that includes participation of external stakeholders and internal staff members on interview committees and requiring a performance task of finalists for each director position.

#### Reorganizing MDE

Several offices within MDE were created or restructured to support the Top 10 in 10 goals:

- The **Office of Educator Excellence** was created by combining the two existing offices that provided support to educators and the education profession. This new office provides a clear and unified policy direction and voice on educator workforce topics and is responsible creating, implementing, and

administering programs to develop and maintain Michigan's educator workforce. These programs help ensure that Michigan's educators have the tools, training, and supports needed to deliver effective instruction and leadership for all Michigan students, and that the educators receive recognition for service.

- The new **Office of Educational Supports** combined the former offices of Field Services and Educational Improvement and Innovation. This combined team will lead MDE's work related to learner-centered supports and the delivering of supports as well as federal Title funding to schools and districts in an aligned, integrated, and collaborative manner.
- The **Office of Partnership Districts/School Reform (OPS/SR)** was created when the State School Reform office was moved back to MDE by executive order. OPS/SR staff is responsible for supporting all districts with low-performing schools that have entered into partnership agreements with the state and with their local Intermediate school district and/or local partners, working closely with the Office of Educational Supports and other MDE offices.
- The **Office of Strategic Planning and Implementation (OSPI)** is charged with strengthening the MDE's systemic infrastructure, to ensure the development of an innovative and cohesive state education agency that supports an aligned, coherent education system. Established to install a consistent and efficient "Way of Work," OSPI leads the department's organizational development efforts to systemize processes and

procedures to implement MDE's vision, priorities, and cross-office initiatives. The work of this office includes the MTSS efforts and supporting implementation teams within the Transformation Zone.

- The new **Office of Systems, Evaluation, and Technology** works with internal and external partners to support: systems coordination, integration, and improvement, assuring alignment of data and information resources across the MDE; evaluation, data analyses, and data-driven decision making through internal research and evaluation activities; and educational technology and infrastructure, including many of the activities supported by the Technology Readiness Infrastructure Grant (TRIG).
- Additionally, work is underway to centralize many of MDE's **financial functions**, in order to maximize internal resources, reduce duplication of effort, and allow program staff in other offices to focus on providing support and services to districts. This reorganization is expected to progress in the coming year.

### Re:Form/Integrated Service Delivery

Over the past several years, MDE has been a partner in the effort led by the Michigan Department of Health and Human Services to reform the state's public benefit application process, supporting access for families to key programs that comprise Michigan's safety net. Launched in January 2018, **Re:Form**, the multi-year human-centered design process, was informed by user and provider perspectives, and has resulted in a much-shortened application form (18 pages, down from 42) and streamlined service delivery process. This change has a direct positive impact on providers and families of MDE's Child Care program.

*"After filling out the new application I feel like I can breathe again."*

*"The old application would have taken me a whole day. This one was more understandable and less stressful - it asks you the questions but with respect."*

*"It was simple - easy to understand and follow."*

**Michigan Residents**

## MI Roadmap

2018 represented the first year of implementation of the **MI Roadmap, *Michigan's Educational Technology Plan*** (<http://techplan.org/mi-roadmap>). The initiatives noted below represent progress to date in several areas that have been organized within the plan's goals of ***Learning, Teaching, Assessment, Leadership,*** and ***Infrastructure.***

Note that while the MI Roadmap is a framework and a key strategy of the Top 10 in 10 Systemic Infrastructure Focus Area, each of the following initiatives addresses the other focus areas of Learner-Centered Supports, Effective Education Workforce, and Strategic Partnerships. This model articulates the importance of embedding and integrating the effective use of technology to support the educational ecosystem. Each of the focus areas is called out in the summary of the following initiatives.

This work is done through multiple collaborative partnerships with groups such as the Michigan Association of Computer Users in Learning (MACUL); Regional Educational Media Centers (REMC); Michigan Virtual; Michigan Association of Media Educators (MAME); Michigan Association of School Administrators (MASA); Michigan Association of Intermediate School Administrators (MAISA); Michigan Education Technology Leaders (METL); General Education Leadership Network (GELN); Michigan Science, Technology, Engineering and Math (MiSTEM) Network; Michigan Collaboration Hub; and the State Education Technology Directors' Association (SETDA). Specifically, the MDE has continued to serve as a key member of the Michigan Collaboration Hub (MiCH). The MiCH is the sustainable governance model of the Technology Readiness Infrastructure Grant (TRIG), which built the framework that supports the interaction between learners, educators, strategic partners, and the systemic infrastructure.

## #GoOpen

In February 2016, Michigan signed on to the national **#GoOpen** initiative. At that time, Michigan was one of 18 states committed to move forward with the development of a state repository of Open Educational Resources (OER) for use by educators. OERs are teaching, learning, assessment, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others.



OERs include everything from discrete objects (videos, performance tasks, interactives) to lessons, full textbooks, and course materials. As schools take personalized learning to scale, access to learning objects at the discrete level is essential.

On June 18, 2018, the **#GoOpen Michigan *Microsite*** (<https://goopenmichigan.org>) went live. The #GoOpen Michigan site was developed by a community of educators and learners who access and contribute free, openly licensed, high quality digital resources. In addition, collections of resources developed through various Michigan initiatives over time have been linked within the site for a "one stop shop" for high quality digital content in support of district-adopted curriculum aligned to state standards. Now that the site has launched, the work of raising awareness of its availability and the specifics on contributing materials to the site is underway.

## Michigan Data Hub

MDE continues to work with the Center for Educational Performance and Information (CEPI) and the **Michigan Data Hub** ([www.midatahub.org](http://www.midatahub.org)), which establish a **Standards-Based Enterprise Data Architecture** (<http://www.edfi.org/>) that facilitates the exchange of information. The MiDataHub project is a result of rich and ongoing collaborations. Two collaborative advisory groups provide guidance and oversight - one focusing on technical and security elements of data integration, data quality, and data efficiency, and the second on the practical uses of data and DataHub-enabled applications to improve teaching and learning. These groups are supported by the Michigan Collaboration Hub, which provides logistical, engagement, and communications support. At each level, the DataHub staff works in partnership with CEPI and MDE's Office of System, Evaluation, and Technology, along with more than 20 intermediate school districts representing all regions of the state, to examine options and implement solutions to Michigan's educational data challenges. There are now more than 969,000 students participating in the Michigan Data Hub.



The DataHub system also is being used across other MDE programs. A provision in state law related to **home visitation** programming requires data collection and a report co-produced by MDE and the Michigan Department of Health and Human Services regarding outcomes of the program. To build capacity for this work, MDE is working with the DataHub system to assure that the data collected meets the needs of both the local programs, as well as the reporting and accountability requirements of the statute.

## E-Rate

In 2018, the MDE Education Technology Unit hired an **E-Rate** Specialist, who was tasked with increasing the amount of federal E-Rate dollars awarded to Michigan school districts, intermediate school districts and regional educational service agencies, and libraries, and with providing support to those entities around effective use of those E-Rate dollars. Activities funded through this program include: the **MiSEN (Michigan State Education Network)**, linking all 56 ISDs in the state of Michigan with a fiber optic cable and providing fast, reliable broadband access to schools and libraries in participating ISDs/RESAs at a substantial cost savings; **Direct E-Rate Support for Schools and Libraries** - support by the E-Rate specialist to technology directors at the local and ISD levels through regular meetings and calls in support of E-Rate related efforts; and **Addressing E-Rate Policy at the State Level** - efforts of the E-Rate specialist in support of several policy initiatives to support E-Rate infrastructure activities across the state.

## Common Definitions

As a part of the effort to make Michigan a Top 10 state for education, MDE has developed a **webpage** that will host MDE's **key definitions**. These definitions are "key" to developing a common understanding of the terminology used in our state ESSA and Top 10 in 10 plans, which are referenced in multiple MDE initiatives. Already posted are definitions of the **"P-20 System"** and **"Whole Child."** As new definitions are developed and agreed to, they will be posted on this site. Stakeholders are encouraged to refer to the definitions and to adopt and/or align them at the local level.

# TOP 10 IN 10 METRICS

## (or How Will We Know We Are a “Top 10” Education State?)

With Michigan’s vision to become a Top 10 education state, we need to identify what that means. There are a variety of metrics that are used to compare factors and outcomes among all states, but each has a unique focus. Just as a learner’s knowledge and skills should not be measured by a single assessment, the strength of our education system cannot be determined through a single score or rating.

In addition, education exists as one component of a larger system. Each learner lives within multiple and interconnected environments, including home, school, and community. These environments are influenced by economic, cultural, health, safety, and other factors, and each child is a unique learner comprised of interacting dimensions, such as cognitive, physical, behavioral, social and emotional. This is how we define the “whole child.”

At the Michigan Department of Education, we recognize that strategic partnerships are essential to improving the environments in which children live and learn, and we consider the environment of the whole child, knowing that our focus is on the education system and how it directly impacts student learning. We utilize a variety of data sources to identify metrics that measure our progress, with each having unique advantages and disadvantages.

- National data often provides state-to-state comparisons that can identify our progress toward becoming a Top 10 education state in 10 years. While national data is used to create national rankings, we pay attention to whether it is equally defined and collected to determine the viability of the rankings.
- State data allows us to measure our effectiveness on programs and initiatives that are specific to efforts in Michigan. State data is typically derived from district and school data, which can measure the effectiveness of implementation of programs at the ground level.

## MEASURING PROGRESS



We organize our metrics around six broad areas (commonly called the Six Es). Organization of the metrics in this way emphasizes that no single metric can predict or confirm success. The Six Es are interconnected, illustrating how Michigan’s success is based on several factors. Engagement metrics, for example, may be tied to Early Learning metrics, or Equity metrics can be used for a deeper exploration of Exit Ready metrics.

While the metrics that follow reflect those that MDE currently has selected to measure progress, Michigan is also proud to be recognized as a national leader in several program areas. These are noted alongside related content throughout this report. In addition, more detailed information, such as subgroup data for M-STEP results, can be found in the Appendix.



### Early Learning

Early Learning metrics address inputs and outputs for early learners, focusing on access to early learning and foundational learning and skills such as proficiency in literacy and numeracy. There is very little outcome data to measure success in early learning until students reach third grade, so we identify a range of indicators to provide a picture of potential student success and measure effectiveness of our implementation in early childhood.

**Early Learning Access:** Access to early learning programs is essential for student academic growth during the K-3 years, so we measure our progress in providing quality opportunities for students before they begin their traditional education. Michigan’s nationally recognized Great Start Readiness Program

*NOTE: Unless otherwise indicated, data for this section of the Annual Review was obtained through MISchoolData.org. Where data from previous years is included for comparison purposes, the most updated data is being used.*

(GSRP) provides a high-quality, whole-child educational preschool experience for four-year-olds. Since 1985, roughly 685,845 children have been positively impacted by GSRP; including 37,325 in 2017-18.

### National Institute for Early Education Research (NIEER)

School Year	State Spending on GSRP - Rank	Four-Year-Old Program Access	Quality Benchmarks Met
2015-2016	15th	15th	9 of 10
2016-2017	12th	16th	10 of 10

Data available at: <http://nieer.org>

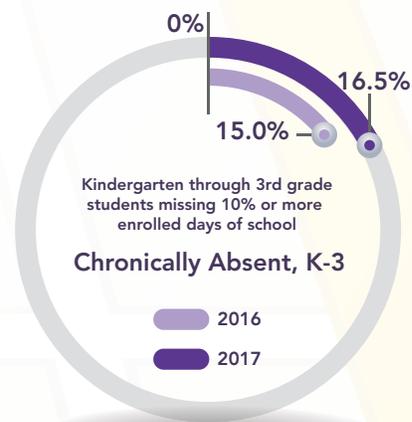
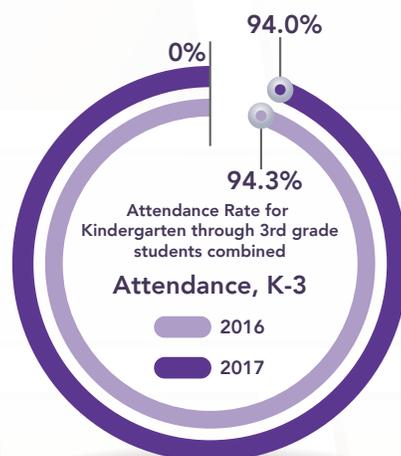
While access to early learning programs is essential, Michigan's Great Start to Quality Program supports early childhood programs and providers in their efforts to improve their programs while helping families find and choose quality programs that meet their needs.

### Comparison of Year-end Provider Participation and Rating Distributions for FY2017 and FY2018\*

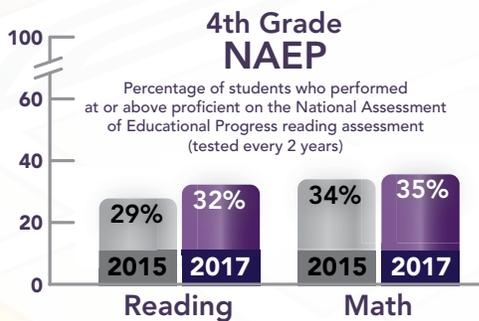
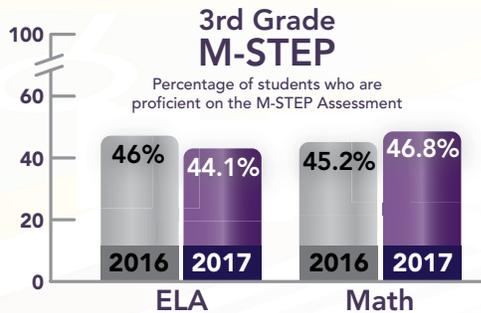
Published Rating	FY2017				FY2018*			
	Licensed Centers	Licensed Group Homes	Licensed Family	All Programs	Licensed Centers	Licensed Group Homes	Licensed Family	All Programs
Empty Star	1,374	946	2,122	4,442	1,348	899	1,828	4,075
1 Star	3	33	81	117	1	36	93	130
2 Stars	36	124	2778	438	38	123	295	456
3 Stars	675	458	541	1,674	701	498	576	1,775
4 Stars	1,240	31	27	1,298	1,287	30	29	1,346
5 Stars	143	20	10	173	185	30	17	232
<b>Total Published</b>	<b>2,097</b>	<b>666</b>	<b>937</b>	<b>3,700</b>	<b>2,212</b>	<b>717</b>	<b>1,010</b>	<b>3,939</b>
<b>Total Eligible</b>	<b>3,471</b>	<b>1,612</b>	<b>3,059</b>	<b>8,142</b>	<b>3,560</b>	<b>1,616</b>	<b>2,838</b>	<b>8,014</b>
<b>Participation</b>	<b>60.41%</b>	<b>41.32%</b>	<b>30.60%</b>	<b>45.44%</b>	<b>62.13%</b>	<b>44.37%</b>	<b>35.59%</b>	<b>49.15%</b>

Note: Participation = Total Participants / Total Eligible; \*The most current data is dated August 1, 2018.

**Student Engagement in Early Grades:** Learning occurs when students are present and engaged in the classroom. We know that students who are chronically absent in early grades (missing 10 percent or more of school days) are at greater risk of missing early learning milestones and of not completing a secondary education.



**Early Literacy and Mathematics:** Early learning outcomes are measured with state and local data on the Michigan Student Test of Educational Progress (M-STEP) in 3rd grade and through national data with the National Assessment of Educational Progress (NAEP) in 4th grade. These are the first outcome measures that show if students are building a foundation for learning as they begin to explore options on a path toward their chosen career.



Source: [www.nationsreportcard.gov](http://www.nationsreportcard.gov)



**Exit Ready**

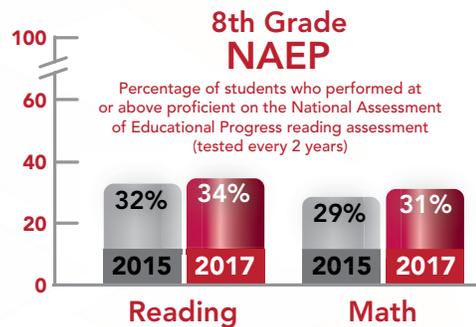
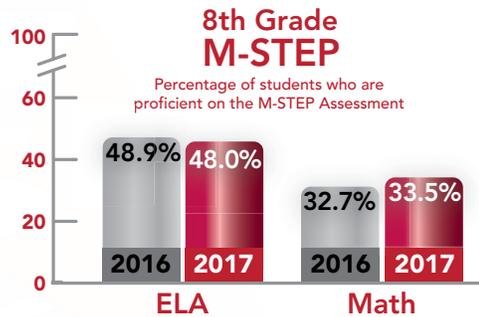
As Michigan strives to become a Top 10 education state in 10 years, a primary objective of the education system is to prepare students for the transition from high school to career or college. In this area, we monitor whether

Michigan learners are prepared for high school, then to graduate from high school with appropriate skills and understanding to succeed in the post-secondary choices they pursue.

**Preparing for High School:**

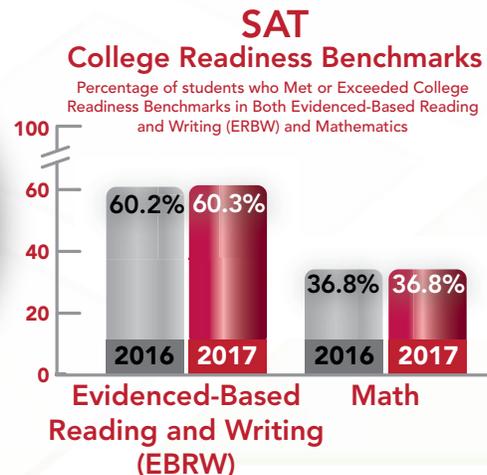
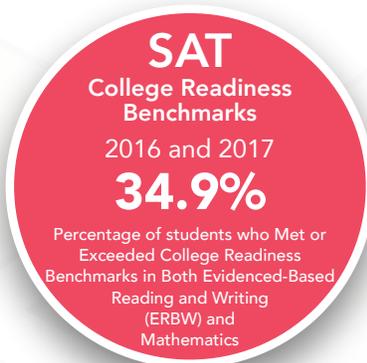
Readiness for high school is measured with 8th grade assessments in literacy and mathematics. State and local data on the Michigan Student Test of Educational Progress (M-STEP) and national data with the

National Assessment of Education Progress (NAEP) are used to measure whether students are prepared for advanced learning in high school.



Source: [www.nationsreportcard.gov](http://www.nationsreportcard.gov)

**Career and College Readiness:** In 2016, Michigan began using the SAT to gauge student readiness for career and college. Michigan's 11th grade students take the SAT as a part of their statewide assessment and can utilize SAT results for college admission purposes. There are concerns around validity when comparing Michigan SAT results against national results, because there are discrepancies from state-to-state on whether all students are tested, whether the results are used in district accountability, if there are varying testing windows, and in differences in cut scores used to determine proficiency.



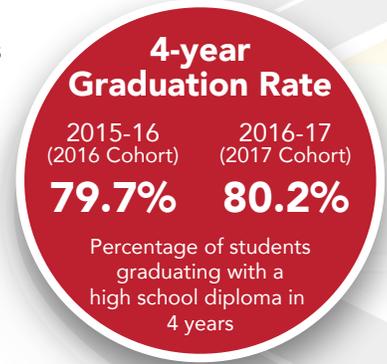


**37,144** 2015-16      **44,989** 2016-17

\* CTE Completers: Students who have completed all courses and requirements in the CTE Program of Study and are prepared for success in continuing education or employment. A CTE Program of Study is a sequence of technical and academic courses that cover all state CTE content standards, provides work-based learning, leadership development and postsecondary learning opportunities.

**Career and Technical Education (CTE) Program Completion:** Students taking CTE coursework complete professional certifications to step directly into careers or career-track programs in higher education.

**Graduation Rate:** Graduation rates provide information on what percentage of students (overall, or within subgroups) complete their secondary education. We measure graduation rates in three areas based on the time it takes students to complete high school (four-, five- and six-year cohorts).

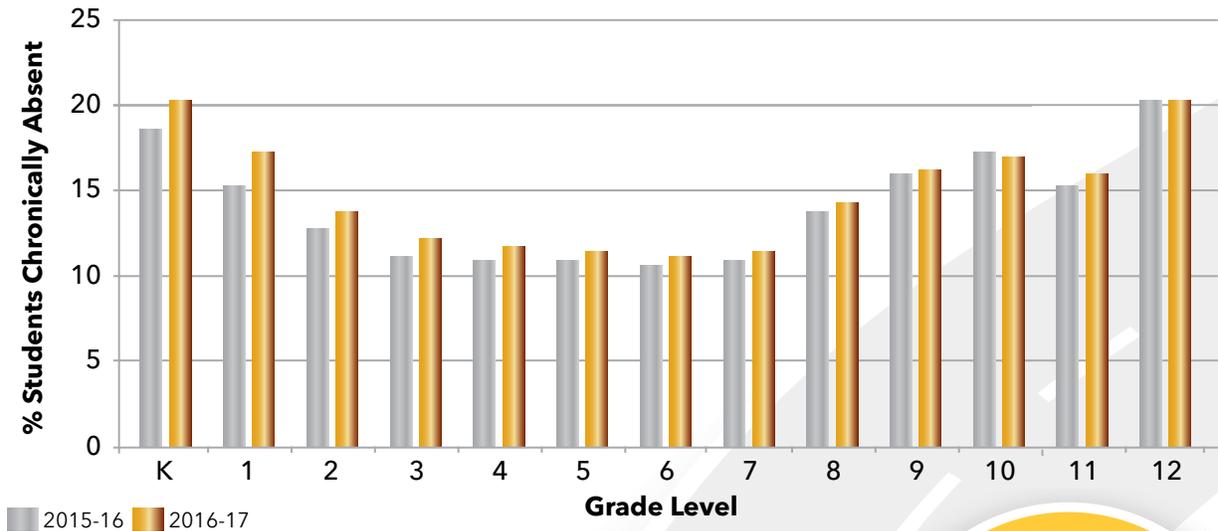


### Engagement

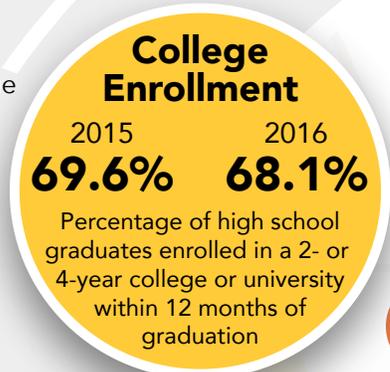
An underlying principle of Michigan's Top 10 in 10 Strategic Plan is that learner success depends on being fully present and engaged in the learning environment. While there are program-specific metrics that evaluate engagement, we look at engagement in the broad areas of attendance and college enrollment.

**Attendance and Chronic Absence:** Attendance rates can be a reflective rate for engagement; however, chronic absenteeism rates (missing 10 percent or more enrolled days of school) provide a clearer picture of absenteeism challenges. Overall chronic absenteeism increased from 14.7 percent in 2015-16 to 15.6 percent in 2016-17. A deeper dive into chronic absenteeism by grade allows for greater focus in addressing this challenge.

### Chronic Absenteeism in K-12



**One-Year College Enrollment:** Ideally, students who are engaged will continue to develop as learners following high school. Students who enroll in college within a year after completing high school are on a path to complete post-secondary education and enter the job market.

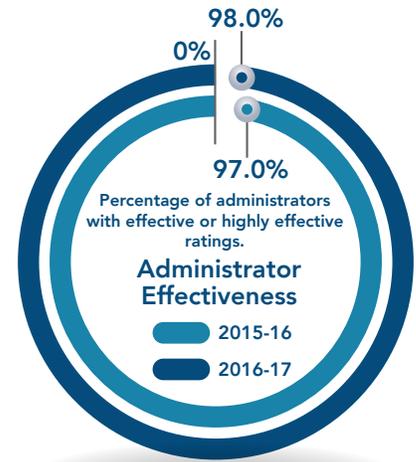
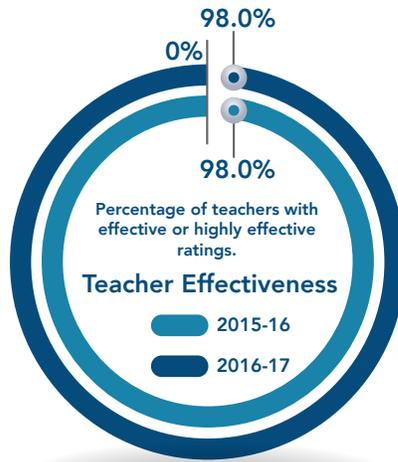




## Effective Educators

Students learn best when high quality instruction is delivered by highly trained and effective professionals. Effective Educator metrics explore inputs such as the number of individuals in a specific field or supporting a specific initiative and outcomes such as percentages of educators who are ranked effective or highly effective by their local schools.

**Educator Evaluations:** Michigan has developed a system of evaluating educators and identifying effectiveness in one of four measures: Ineffective, Minimally Effective, Effective, or Highly Effective.



## Equity

Equity metrics are often simply a deeper analysis of existing metrics to measure equitable opportunities for learning and teaching and to examine the provision of services and supports across the state. Reviewing this data provides the context in which opportunities to close achievement gaps among all groups of students can be explored. Michigan uses two types of measures to gauge progress in addressing equity issues.

**Analysis of System Inputs:** External groups have created state rankings using inputs and historical outcomes to address equity issues.

The Education Week Quality Counts report compares states on multiple factors, including early foundations, academic measures, and adult outcomes. Some of these factors include measurements beyond the educational system but are important as we consider the whole child and those aspects of the child's environment that are important for successful learning. Examples are family income, parent education, annual income for adults age 25 to 64 years, and the percentage of adults who are steadily employed.

**EDUCATION WEEK QUALITY COUNTS REPORT**

	Year	Grade	Rank
Chance-for-Success	2017	C	32nd
	2018	C	34th
School Finance Indicator	2017	C	23rd
	2018	C	23rd

Available at : <http://www.edweek.org/ew/toc/2017/01/04/index.html>

The Annie E. Casey Foundation publishes an annual Kids Count Data Book, which takes a deeper dive into measures that explore aspects of the whole child. The report ranks the states overall, as well as in the categories of health, family and community, economic well-being, and education. Within these broad categories are specific measures, such as children in poverty, children living in a household with a high housing cost burden, low birth-weight babies, children in single-parent families, and teen births.

**ANNIE E. CASEY FOUNDATION KIDS COUNT REPORT**

2017 Overall State Rank 32nd

2018 Overall State Rank 33rd

Data available at : <http://datacenter.kidscount.org>

**Initiative-Specific Analyses of Subgroup Outcomes:** These initiatives will look at achievement or opportunity gaps relative to the focus area and will identify targeted metrics to help identify the issues and eventually close the gaps. In Early Literacy, for example, we know that certain subgroups perform much differently than others in M-STEP 3rd grade English language arts assessments. Reviewing annual data will benchmark progress in overcoming these gaps.



Note: More information, including growth and performance data, broken down by subgroup, can be found in the Appendix to this report.



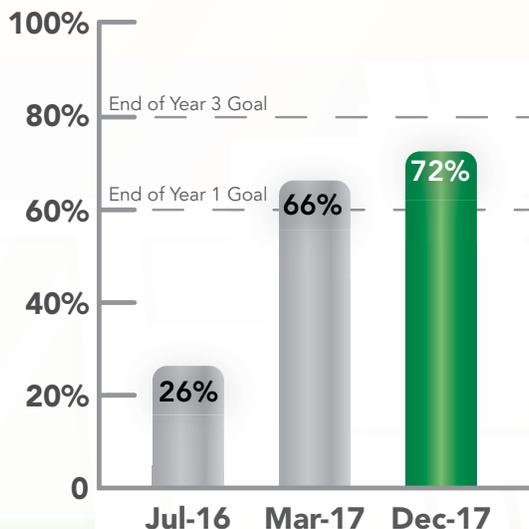
### Efficacy

Efficacy metrics provide an opportunity to assess the extent to which systems and programs are being implemented as intended.

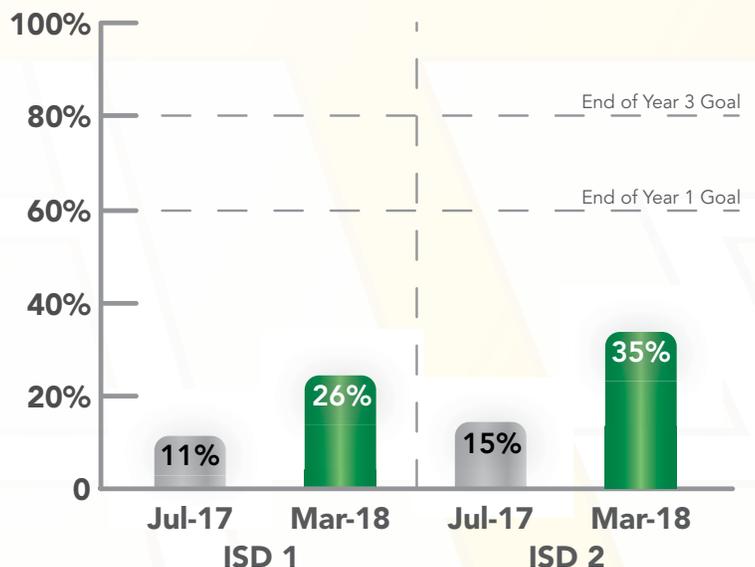
An example of the use of efficacy metrics is where Multi-Tiered System of Supports (MTSS) is implemented in the Transformation Zone. The MDE is using fidelity assessments to measure the degree to which capacity is building across the system, how well instructors are delivering professional learning, and how well staff are implementing MTSS in the Transformation Zone. Specifically:

- Capacity assessments are conducted twice per year in the Transformation Zone at the state, regional (ISD), and district levels to assess the system’s capacity to support implementation and guidance of action planning to improve capacity. Data for the state and regional capacity assessments are included in this report. Baseline data for districts has been collected and will be reported as future assessments are conducted to compare to the baseline data.
- A fidelity measure is being developed to assess the degree to which MTSS professional learning is provided to the field as intended. The data will be used to improve training and ensure that quality MTSS guidance and resources are being provided to the field.
- Tiered Fidelity Inventories (TFIs - Behavior and Reading) will measure use of the five essential components of MTSS in schools in the Transformation Zone. The TFIs were identified by a team, based on specific selection criteria (i.e. psychometrics, ease of use, resources, capacity, and fit).

### State Capacity Assessments



### Regional Capacity Assessments



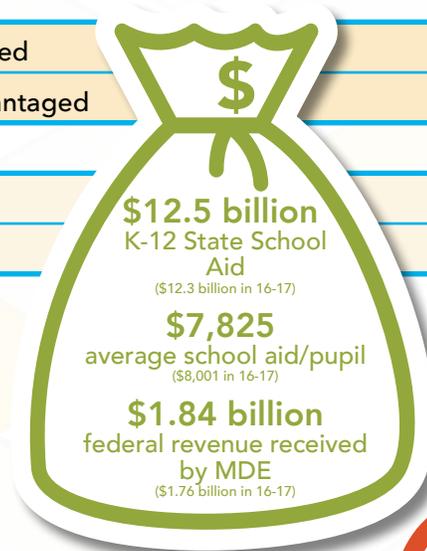
# MICHIGAN EDUCATION FACTS - BY THE NUMBERS

## RACE/ETHNICITY

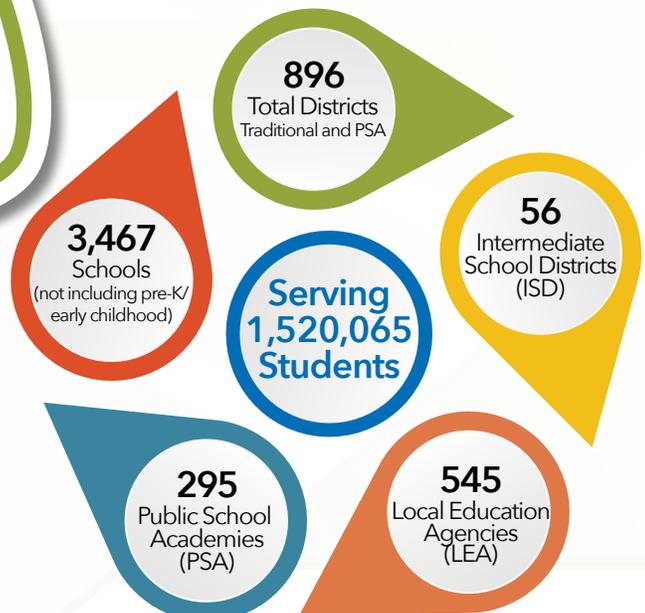
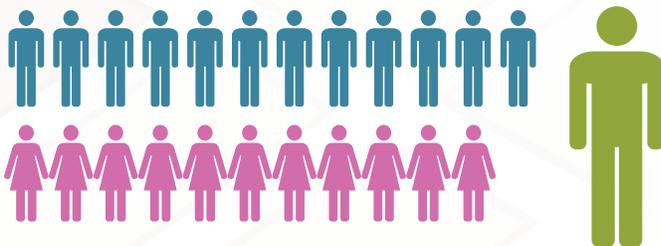
CATEGORY	2017-18	2016-17
Total # of PK-12 Students in Public Schools in Michigan	1,520,065	1,532,335
African American	273,205	276,161
American Indian or Alaska Native	9,471	9,922
Asian	50,889	49,747
Hispanic/Latino	119,629	117,629
Native Hawaiian or Other Pacific Islander	1,321	1,400
Two or More Races	59,568	56,711
White	1,006,298	1,020,765

## OTHER FACTORS

English Learners	97,838	95,037
Native English Speaking Learners	1,422,227	1,437,298
Students with Disabilities	198,536	197,788
Students without Disabilities	1,321,529	1,334,547
Economically Disadvantaged	771,239	702,790
Non-Economically Disadvantaged	748,826	829,545
Male	782,563	789,103
Female	737,502	743,232



### 23:1 Statewide K-12 Pupil/Teacher Ratio



# MICHIGAN TEACHER OF THE YEAR 2017-18

The 2017-18 Michigan Teacher of the Year, **Luke Wilcox**, is a high school mathematics and statistics teacher at East Kentwood High School, part of Kentwood Public Schools in Kent County. He has 17 years of classroom experience, all at East Kentwood High School.

The Michigan Teacher of the Year (MTOY) has a seat at the State Board of Education table and participates in the monthly Board meetings throughout their term, representing the voice of Michigan teachers and providing the SBE with updates on issues in their work.

In addition to participating in SBE meetings, the MTOYs also participate in programming and professional development with Teachers of the Year from the other states and U.S. territories, as well as the U.S. Department of Defense Education Activity. They also travel the state, meeting with education stakeholders and visiting schools.

Luke and the four other 2017-18 MTOY finalists were honored at the June 2017 SBE meeting. The other finalists were:

- Dave Stuart Jr., a world history and English teacher at Cedar Springs High School in the Cedar Springs Public Schools District
- Gina Wilson, a math teacher at the Early College Alliance at Eastern Michigan University in the Washtenaw Educational Options Consortium
- Jennifer Crotty, a government teacher at Fitzgerald High School in Fitzgerald Public Schools
- Ray Herek, a mathematics teacher at Williamston High School in Williamston Community Schools

The Michigan Teacher of the Year program is supported by the Meemic Insurance Company. In addition to their generous financial contribution to aid the MTOY in their work, Meemic also donates \$1,000 to the MTOY's school to be used in support of educational opportunities. In addition, Meemic pays for plaques that go to each finalist and to the finalist's school to commemorate the MTOY's achievement.

Each year, the MTOY is selected by a committee that reviews nominations from teachers throughout Michigan. Nominees submit biographies and written essays describing their educational history, professional development activities, philosophy of teaching, and thoughts on emerging education trends and issues.

To learn more about the MTOY program, visit [MDE's MTOY website](http://www.michigan.gov/mtoy) (www.michigan.gov/mtoy).



The 2017-18 MTOY Finalists (l-r) - Dave Stuart Jr., Gina Wilson, Luke Wilcox, Ray Herek, and Jennifer Crotty

# MAJOR EDUCATION LEGISLATION ENACTED IN 2017-18

The Michigan Legislature moved forward several legislative actions impacting Michigan's education system in 2017-18.

**P.A. 255 of 2017 - Opioid Drug Abuse Prevention** - requires the Department of Education to ensure that the state model academic standards for health education include instruction on prescription opioid drug abuse. The Department of Education also must make available to school districts and public school academies a grade- and age-appropriate model program of instruction on prescription opioid drug abuse.

**P.A. 106 of 2018 - Interim Teaching Certificate** - removes the basic skills exam as a requirement for people pursuing an interim teaching certificate and changes the requirement that alternative teaching programs be proven successful in at least one other state or be modeled after a successful program in another state. The act also changes the grade point average (GPA) requirement from an individual GPA to a cohort GPA for alternative teaching programs.

**P.A. 141 of 2018 - Michigan Public School Employees Retirement System** - amends some of the rules allowing for public school retirees to be employed at a reporting unit without forfeiting their retirement benefits.

**P.A. 145 of 2018 - Suspension or Expulsion** - subject to reinstatement petitions and the discretionary factors in MCL 380.1310d, P.A. 145 of 2018 requires a student to be permanently expelled from a school district if the student pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another pupil enrolled in the same school district.

**P.A. 184-185 of 2018 - Credit for Internships** - requires the boards of school districts and public school academies to grant high school credit under certain circumstances to students in grades 9 to 12 who complete an internship or work experience. The State School Aid Act also is amended so that full-time equated membership is not affected due to participation in the internship or work experience.

**P.A. 202 of 2018 - Provisional Teaching Certificates** - repeals MCL 380.1531e. Under MCL 380.1531e, a person could get a two-year extension on his or her provisional teaching certificate if it lapsed before he or she could complete the requirements for a professional certificate. The new provisional teaching certificate, however, was only good for two years and could not be renewed.

**P.A. 227 of 2018 - Marshall Plan** - provides \$100,000,000 in appropriations for the Marshall Plan for Talent. The appropriations provide funding for programs that focus on competency based education, competitive grants to school districts and intermediate school districts for a talent equipment program, scholarships, and competitive grants for the Michigan career development navigator program.

**P.A. 229 of 2018 - Career Pathways** - requires the Department of Education, in consultation with the Department of Talent and Economic Development, to develop or adopt, and make available to schools, a model program of instruction in career development. Beginning in the 2019-2020 school year, the boards of school districts and public school academies will have to ensure that their curriculum incorporates grade-appropriate instruction on career development.

**P.A. 230 of 2018 - Career Pathways** - requires students to be provided with information about careers, career exploration, and opportunities during the process of developing and reviewing an educational development plan; also requires boards of school districts and public school academies to ensure that students with educational development plans review and revise their plans as appropriate during each year of high school.

**P.A. 231 of 2018 - Career Pathways** - requires school improvement plans (SIPs) to include requirements that each school provide students with career informational resources and opportunities to complete experiences in a field of interest and to discuss interests with a counselor. This act also requires SIPs to include programs that will provide work-based learning activities and ensure that grade 12 students know how to develop and use a resume, reference letters, school records, and a talent portfolio.

**P.A. 232 of 2018 - Foreign Language Requirements** - Under current law, students can partially or fully fulfill one (1) credit of the non-English language high school graduation requirement through career and technical education or visual and performing arts instruction. This option, however, is only available to students who graduate from high school in 2016 through 2021. P.A. 232 of 2018 extends this flexibility to students who graduate from high school in 2022 through 2024. The act also requires school districts and public school academies to report to the Department of Education the number of students who utilize either of these options.

**P.A. 233 of 2018 - Teacher Certification** - removes the basic skills exam from the requirements to teach for more than one (1) year as a noncertificated, nonendorsed teacher under MCL 380.1233b. The act also removes the basic skills exam from the requirements to receive a teaching certificate under MCL 380.1531.

**P.A. 234 of 2018 - Career Pathways** - allows educators to use time spent engaging with local employers or technical centers toward continuing education and professional development.

**P.A. 235 of 2018 - Career Pathways** - allows the boards of school districts and public school academies to engage a noncertificated, nonendorsed teacher to teach under MCL 380.1233b in an industrial technology program or a career and technical education program. The School Aid Act is modified by P.A. 266 of 2018 to reflect this change.

**P.A. 236 of 2018 - Substitute Teaching** - allows the board of a school district to employ an individual without a teaching certificate as a substitute teacher if the individual has 60 hours of college credit or an associate degree from a college, university, or community college. The 60 hours of college credit do not have to be from the same college, university, or community college; however, the individual without a certificate must be at least 22 years old to substitute teach in grades 9 to 12.

**P.A. 241 of 2018 - STEM Endorsements** - allows a school district or public school academy to notate a STEM endorsement on a pupil's transcript or diploma if the pupil completes certain credit requirements.

**P.A. 242 of 2018 - Career Outlook Information** - requires the boards of local school districts and public school academies to ensure that students, as part of the process of developing their educational development plans, are provided with the most recent analysis of in-demand occupations in the region in which the school district, intermediate school district, or public school academy is located.

Full text of all public acts can be found at the [Michigan Legislature's website](http://www.legislature.mi.gov) (www.legislature.mi.gov).

# MEET THE MICHIGAN STATE BOARD OF EDUCATION



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Co-President  
(D) Rochester Hills, MI  
Term Expires 1/1/23



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(D) Grand Rapids, MI  
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(R) Oakland Township, MI  
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**Mrs. Eileen Lappin Weiser**  
(R) Ann Arbor, MI  
Term Expires 1/1/19



**The Honorable Rick Snyder**  
Governor  
ex officio



**Ms. Sheila A. Alles**  
Chairperson  
Interim State Superintendent  
ex officio

## MICHIGAN STATE BOARD OF EDUCATION ACTIONS IN 2017-18

### June 13, 2017

- *State Board of Education Policy on Michigan's Transparency Dashboard*
- *Luke Wilcox 2017-18 Michigan Teacher of the Year Resolution*

### September 12, 2017

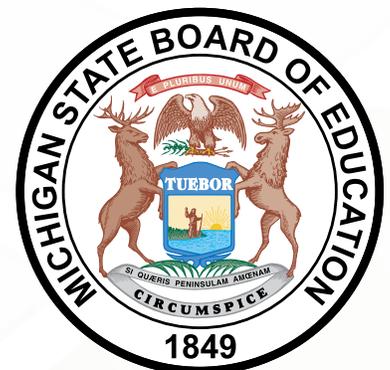
- *State Board of Education Statement on Deferred Action for Childhood Arrivals (DACA) Program*
- *State Board of Education Statement on School Drinking Water Testing, Monitoring and Maintenance*

### January 9, 2018

- *Susan Broman Retirement Resolution*

### February 13, 2018

- *Southeast Michigan Council of Governments Resolution*



# MDE LEADERSHIP

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**Sheila A. Alles**, Interim State Superintendent

**Wendy Larvick**, Chief of Staff

### Human Resources

**Joetta Parker**, Director

### Public and Governmental Affairs

**Martin Ackley**, Director

### State Board of Education

**Marilyn Schneider**, State Board Executive

### State School Reform Officer

**Kyle Guerrant**, Interim

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Deputy Superintendent

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**Andrew Middlestead**, Director

### Educational Supports

**Paula Daniels**, Director

### Educator Excellence

**Leah Breen**, Director

### Partnership Districts

**LaWanna Shelton**,

Interim Assistant Director

### Systems, Evaluation, and Technology

**David Judd**, Director

## DIVISION OF FINANCE AND OPERATIONS

**Kyle Guerrant**,

Deputy Superintendent

### Administrative Law

**Bob Taylor**, Administrative Law Specialist

### Financial Management

**Ann Dennis**, Director

### Health and Nutrition Services

**Diane Golzynski**, Director

### Library of Michigan

**Randy Riley**, State Librarian

## DIVISION OF P-20 SYSTEM AND STUDENT TRANSITIONS

**Scott Koenigskecht**,

Deputy Superintendent

### Career and Technical Education

**Brian L. Pyles**, Director

### Child Development and Care

**Lisa Brewer-Walraven**, Director

### Early Childhood Development and Family Education

**Reneé DeMars-Johnson**, Director

### Head Start State Collaboration

**Kaitlin Ferrick**, Director

### Preschool & Out-Of-School Time Learning

**Richard Lower**, Director

### Special Education

**Teri Chapman**, Director

### Strategic Planning and Implementation

**Scott Blakeney**, Director

# IN REMEMBRANCE

The Michigan Department of Education, the State Board of Education, and Michigan's education community were saddened this past year to lose several extraordinary leaders and members of the MDE team. It is with profound honor and reverence that we recognize those we have lost and whose impact on the children of Michigan will be felt for many years to come.

## **Brian J. Whiston, State Superintendent**

State Superintendent Brian J. Whiston passed away in May 2018. Appointed State Superintendent by the State Board of Education in April 2015, Whiston had been receiving medical treatments since his cancer diagnosis in the fall of 2017. As State Superintendent, Whiston set a priority to make Michigan a Top 10 education state in 10 years, working collaboratively with educators, students, parents, businesses, and policy leaders in Michigan to forge the goals and strategies that will drive achievement and success in the 21st Century.

Throughout his illustrious and devoted career in education, Brian was the recipient of many awards and recognitions. The most recent include: the designation of the "Brian J. Whiston Memorial Fountain" in the Capitol Plaza outside MDE's Lansing offices, recently dedicated by Governor Rick Snyder; being named national 2018 Policy Leader of the Year by the National Association of State Boards of Education; the 2018 Education Fellows Award by the Michigan Association of Intermediate School Administrators; and the Friend of Education Award from the Michigan School Business Officials. He also has had an annual award named in his honor by the Michigan Parent Teacher Association, and a new state law is entitled "The Superintendent Brian Whiston Career Pathways Law" for his visionary work on individualized learning for all students.

The abilities that enabled Brian to lead our diverse school districts through challenging times were manifest in his leadership of the Michigan Department of Education and in his goal to make our state a top 10 education state in 10 years. His greatest regret was that his illness forced him to leave off this work just as it is bearing fruit. His example of positive, constructive leadership that brought out the best in his team will continue to inspire education leaders.





**Susan Broman, *Former Deputy Superintendent, P-20 System and Student Transitions***

MDE was saddened by the death of former Deputy State Superintendent Susan Broman, who passed away suddenly in April 2018, shortly after her retirement. Over the course of a distinguished career of service advancing early childhood outcomes and the improvement of academic outcomes for all students, Susan had decades of working collaboratively on early childhood issues at the local level in her Grand Rapids community as well as on many statewide efforts.

Susan led an extensive statewide process in the development of a comprehensive plan of action for advancing early learning and development from a whole child approach, called "Great Start, Great Investment, Great Future." This plan became the driver of policy, funding, and accountability decisions for the Office of Great Start. She set the standard for her leadership team by being a vocal champion for all children in Michigan. Her knowledge, leadership and guidance truly made a difference for young children in Michigan.



**Cece Winkler, *Former Principal, Michigan School for the Deaf***

Cecilia "CeCe" Winkler passed away in January 2018 after a battle with cancer. For nearly 40 years, Cece made her mark at Michigan School for the Deaf (MSD), including service as a teacher in the elementary, middle school and high school; the transitional student program; and the alternative educational program. In 2001, she was named Principal of MSD. Throughout her entire career, Cece always made decisions based on what was best for students and was a staunch champion for deaf and hard of hearing students around the state of Michigan.



**Kelli Cross, *Office of Educational Supports***

Kelli Cross, a longtime MDE employee in the Offices of Career and Technical Education and Education Improvement and Innovation (now the Office of Educational Supports), passed away suddenly in November 2017. Kelli is remembered by her MDE coworkers for her bright smile and vibrant spirit. Her sense of humor and willingness to jump in and help get things done are truly missed.

## MICHIGAN'S VISION

Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

## MICHIGAN'S MISSION



## VALUES/GUIDING PRINCIPLES

In order for Michigan to become a Top 10 education state within 10 years:

- Michigan must develop a coherent and cohesive strategy for the children, and implement that plan with continuity for multiple years. Education reform takes time; we must implement, use evidence and data to correct course, and continue with progress on key goals.
- A "Can-Do Culture" that focuses on student-directed learning and student outcomes and the work on instruction must take priority.
- Data and accountability must be used to help drive resources and focus improvement activities for students and educators. Attention will be on transparency in support of key goals for the entire system to make Michigan a Top 10 state for education.
- Poverty matters, not to be used as an excuse, but as a purpose to design a Michigan system of education that motivates and excites all children about learning, keeps them in school, and provides them with hope and knowledge for a successful future. Michigan must design its supports and systems in a way that recognizes and appropriately addresses the needs of students in poverty.

## TOP 10 IN 10 GOALS

**Michigan's Strategic Plan** for becoming a Top 10 education state in 10 years contains the following seven goals:

- 1 Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment - through a multi-stakeholder collaboration with business and industry, labor, and higher education - to maximize lifetime learning and success.
- 2 Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.
- 3 Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.
- 4 Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.
- 5 Ensure that parents/guardians are engaged and supported partners in their child's education.
- 6 Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.
- 7 Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).



# ANNUAL REVIEW

2017-2018



putting Michigan on the map as a premier education state

## APPENDIX:

Measuring Our Progress

# LOOKING AT THE DETAILED DATA

This appendix provides a deeper analysis of the student achievement metrics reflected in statewide assessments such as the M-STEP. We provide and review this data to look at achievement or opportunity gaps, in order to identify targeted metrics that will help address issues and eventually close the gaps.

## In this Appendix

### Performance Tables

Data included in the performance tables of this appendix are derived from the following state assessments:

#### *M-STEP*

The **M-STEP** (Michigan Student Test of Educational Progress) is comprised of summative assessments designed to effectively measure student proficiency for today's students. The M-STEP is administered each spring on the following grades and subjects

- English language arts and mathematics in grades 3-8
- science in grades 4 and 7
- social studies in grades 5 and 8
- the Michigan Merit Examination in grade 11



#### *Michigan Merit Examination and High School Assessments*

The **Michigan Merit Examination** (MME) assesses students in grade 11, and eligible students in grade 12, based on Michigan high school standards. It is administered every year in the spring and consists of three components - the SAT plus Essay, ACT WorkKeys work skills assessment, and the M-STEP science and social studies assessments. The 11th grade data in the performance tables in this appendix reflect:

- English language arts - SAT Evidenced-Based Reading and Writing assessment
- mathematics - SAT mathematics assessment
- science - M-STEP
- social studies - M-STEP



#### *MI-ACCESS - Functional Independence*

**MI-Access** is Michigan's alternate assessment system designed for students who have, or function as if they have, cognitive impairments and whose IEP (Individualized Educational Program) Team has determined that taking M-STEP/MME, even with accommodations, is not appropriate for the student. The three MI-Access assessments are Functional Independence (FI), Supported Independence (SI), and Participation (P). In this appendix, proficiency data for students taking the FI assessment is provided.



## Growth Tables

Data in the growth tables of this appendix are based on Adequate Growth Percentiles (AGPs). AGPs are the growth percentile a student must meet or exceed to demonstrate levels of learning that are high enough for the student to be on a path to reach or maintain proficiency within a specific time frame.

In last year's report, we presented growth using a Student Growth Percentile (SGP) calculation; however, for the current and future reports we will use the AGP. Average SGP values are typically around 50 because, by definition, half of similar students had a growth score below the average and half of similar students had growth scores above the average. In contrast, average AGP values provide more context around how Michigan students are growing academically towards achieving or maintaining proficiency. A student with an AGP of 60 must have an SGP that meets or exceeds 60 to be on a path towards proficiency, or, if the student is already proficient, to continue on the path of maintaining proficiency. More detailed information on this topic is available on the [MDE website](#).

## Additional Information Available Online

More detailed information on Michigan's state assessment system can be found on [MDE's K-12 Assessment and Accountability website](#) ([www.michigan.gov/oeaa](http://www.michigan.gov/oeaa)).

The data sets included in this appendix reflect the most recent assessment results at the time the report was created (August 10, 2018). Any subsequently released assessment results, as well as additional current and historical school data and reports, can be found online on the websites listed below.

### MI School Data

**MI School Data** ([www.MiSchoolData.org](http://www.MiSchoolData.org)) is the state of Michigan's official public portal for education data, intended to help citizens, educators, and policy makers make informed decisions that can lead to improved success for our students.



The site offers multiple reports and views for the state as a whole, intermediate school districts, local districts, schools, and by college-level information, across multiple years. Data are presented in graphs, charts, trend lines, and downloadable spreadsheets to support meaningful evaluation and decision making.

### Parent Dashboard for School Transparency

The **Parent Dashboard for School Transparency** ([www.MiSchoolData.org/ParentDashboard](http://www.MiSchoolData.org/ParentDashboard)) is Michigan's newest tool in its commitment to provide transparency about school and district performance. The dashboard was created with input from parents and educators to assure that the information included on the site are those most relevant to parents and caregivers. The contents of this dashboard can inform decisions and encourage conversations about how we help all students succeed.



Whether you are looking for student-to-staff ratios, attendance information, school assessment scores, or access to college-credit or career-tech programs, the Parent Dashboard provides easy access to valuable information that is helpful in providing students a quality education. The dashboard is designed to be a "living tool" that will be updated as user feedback and new school data become available.

# M-STEP and MME Performance - English Language Arts

## Percent of Students Who Scored Proficient in English Language Arts by Grade and Subgroup

Student Subgroup	Grade													
	3rd		4th		5th		6th		7th		8th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	46.0	44.1	46.3	44.2	50.6	51.1	45.0	43.6	47.1	44.8	48.9	48.0	60.2	60.3

Gender														
Female	49.5	47.7	50.9	48.6	55.8	56.0	49.8	48.7	53.8	50.9	54.9	54.9	62.9	64.4
Male	42.6	40.7	41.8	39.9	45.5	46.2	40.4	38.7	40.6	39.1	43.0	41.4	57.4	56.2

Race/Ethnicity														
American Indian or Alaskan Native	39.1	30.6	40.2	34.1	43.0	45.6	34.1	33.4	41.1	33.8	37.7	39.2	51.4	51.0
Asian	65.9	63.4	67.8	66.9	74.7	73.2	70.4	69.5	71.6	70.0	73.6	73.0	75.0	75.5
Black or African American	20.0	19.9	20.4	19.2	23.7	24.8	19.2	19.3	21.5	21.1	24.4	24.0	30.5	30.8
Hispanic or Latino	33.5	32.0	34.4	32.7	38.4	39.4	31.7	31.6	35.3	32.2	35.2	36.9	44.5	44.6
Native Hawaiian or Other Pacific Islander	46.2	43.5	51.7	48.4	54.2	59.3	52.6	42.3	55.8	46.9	49.4	60.2	65.3	59.8
Two or More Races	42.9	41.7	43.6	40.1	49.0	48.2	42.1	40.4	44.5	42.8	47.8	45.6	58.3	59.9
White	53.9	51.7	53.9	51.5	58.1	58.6	51.9	50.3	53.7	51.0	55.2	53.9	67.2	67.5

Additional Subgroups														
Economically Disadvantaged	31.1	29.1	30.8	28.6	34.4	35.3	28.3	27.1	30.7	28.4	32.5	31.8	41.5	40.9
English Learner	31.9	34.0	24.3	22.9	23.1	24.5	15.0	14.0	17.5	15.8	17.3	21.5	15.4	16.1
Homeless	25.0	23.2	24.4	22.6	26.6	26.3	20.7	20.2	23.0	20.4	25.0	24.4	31.0	34.8
Migrant	17.3	15.8	21.7	19.4	25.0	24.8	21.1	18.5	26.6	14.8	20.0	26.3	32.6	22.4
Students with Disabilities	20.7	19.6	17.5	15.8	16.1	16.7	10.8	10.9	11.1	10.5	10.6	10.6	15.1	15.7

Data Source: Michigan Department of Education

# M-STEP and MME Performance - Mathematics

## Percent of Students Who Scored Proficient in Mathematics by Grade and Subgroup

Student Subgroup	Grade													
	3rd		4th		5th		6th		7th		8th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	45.2	46.8	44.0	42.0	33.8	35.0	32.8	34.2	35.3	36.2	32.7	33.5	36.8	36.8

Gender														
Female	43.7	45.0	42.1	39.6	31.7	32.6	31.4	33.1	34.5	35.1	34.1	35.2	34.9	34.7
Male	46.6	48.5	45.8	44.2	35.8	37.4	34.1	35.2	36.1	37.3	31.4	31.8	38.7	39.1

Race/Ethnicity														
American Indian or Alaskan Native	39.3	36.1	39.1	31.8	26.0	28.4	22.2	24.8	26.2	23.6	21.5	21.8	25.6	22.8
Asian	73.1	73.8	71.7	72.2	63.9	65.4	64.5	65.9	68.1	67.0	67.6	67.0	69.8	68.0
Black or African American	17.9	20.6	15.1	14.6	8.2	9.4	8.2	9.3	10.4	10.8	9.9	10.1	11.2	10.0
Hispanic or Latino	31.6	33.6	30.6	29.1	19.2	20.8	18.8	20.5	20.7	21.2	18.6	19.5	21.0	20.8
Native Hawaiian or Other Pacific Islander	46.2	49.4	52.9	49.0	39.7	43.0	35.8	31.9	34.7	38.8	34.6	34.8	40.8	40.9
Two or More Races	40.8	41.8	39.1	36.4	30.0	29.5	29.1	29.6	31.7	31.9	29.8	28.9	32.4	33.4
White	53.2	54.8	52.3	49.7	41.0	42.4	39.2	41.0	41.6	42.9	36.3	39.2	42.4	42.8

Additional Subgroups														
Economically Disadvantaged	30.1	31.5	27.9	25.8	17.7	18.8	16.8	18.0	18.7	19.0	16.7	16.9	18.8	17.7
English Learner	37.8	41.7	27.4	25.5	12.8	15.3	10.7	13.4	13.0	13.0	11.8	14.2	13.4	12.2
Homeless	23.9	23.6	20.1	20.4	12.5	11.5	10.5	12.9	11.6	13.0	10.9	10.2	10.6	12.7
Migrant	25.7	21.8	33.8	26.2	10.0	14.0	13.8	13.4	14.3	12.4	9.8	12.5	19.6	8.2
Students with Disabilities	21.4	23.4	19.2	16.7	10.2	11.0	7.2	8.1	7.7	7.5	5.3	5.6	5.8	5.7

Data Source: Michigan Department of Education

# M-STEP and MME Performance - Science

## Percent of Students Who Scored Proficient in Science by Grade and Subgroup

Student Subgroup	Grade					
	4th		7th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	14.7	14.6	23.9	22.7	33.0	33.6
<b>Gender</b>						
Female	13.0	12.6	22.6	21.2	29.8	30.9
Male	16.4	16.5	25.1	24.3	36.3	36.3
<b>Race/Ethnicity</b>						
American Indian or Alaskan Native	10.2	10.0	17.4	16.6	25.5	26.4
Asian	28.4	27.8	41.9	41.3	50.6	52.8
Black or African American	2.4	2.8	5.4	5.1	8.3	8.4
Hispanic or Latino	6.6	6.7	12.4	11.8	19.9	19.8
Native Hawaiian or Other Pacific Islander	20.5	12.5	17.7	25.5	37.5	39.2
Two or More Races	12.5	13.0	21.2	21.0	29.7	31.5
White	18.4	18.2	28.9	27.5	38.7	39.4
<b>Additional Subgroups</b>						
Economically Disadvantaged	6.6	6.8	11.7	10.5	17.9	17.9
English Learner	2.9	4.3	3.5	3.4	4.2	3.9
Homeless	4.6	5.3	8.0	7.7	12.3	15.7
Migrant	2.3	2.4	8.2	4.5	12.8	4.1
Students with Disabilities	5.3	5.3	5.6	5.2	7.9	8.0

Data Source: Michigan Department of Education

## M-STEP and MME Performance - Social Studies

### Percent of Students Who Scored Proficient in Social Studies by Grade and Subgroup

Student Subgroup	Grade					
	5th		8th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	18.9	21.6	29.3	31.4	43.1	46.0

Gender						
Female	16.7	19.3	26.0	28.6	39.1	41.8
Male	21.0	23.9	32.6	34.0	47.1	50.2

Race/Ethnicity						
American Indian or Alaskan Native	16.5	18.3	21.6	27.2	35.9	37.5
Asian	35.8	38.0	53.8	53.4	59.8	62.4
Black or African American	4.3	4.8	9.3	9.0	15.6	17.8
Hispanic or Latino	10.3	11.4	18.0	19.3	30.6	32.8
Native Hawaiian or Other Pacific Islander	17.8	26.9	32.9	33.3	54.2	48.1
Two or More Races	17.6	18.8	28.7	28.4	40.2	44.6
White	23.0	26.7	34.3	37.1	49.3	52.6

Additional Subgroups						
Economically Disadvantaged	8.5	10.0	15.8	16.4	26.3	28.1
English Learner	3.7	4.6	7.2	7.8	9.2	10.2
Homeless	5.6	6.6	10.9	10.9	20.3	22.0
Migrant	0	4.4	10.0	7.6	13.0	12.2
Students with Disabilities	5.6	6.4	7.6	8.1	14.0	15.5

Data Source: Michigan Department of Education

# MI-ACCESS Functional Independence - English Language Arts

## Percent of Students Who Surpassed or Attained Performance Standards in English Language Arts by Grade and Subgroup

Student Subgroup	Grade													
	3rd		4th		5th		6th		7th		8th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	86.0	69.2	78.2	82.7	80.4	81.8	84.5	76.9	77.2	88.0	88.2	82.3	81.0	83.0

Gender														
Female	85.4	70.0	78.5	85.8	81.1	84.6	85.4	78.3	79.7	92.0	91.9	84.6	81.0	82.5
Male	86.2	68.8	78.0	81.1	80.1	80.4	84.1	76.2	75.9	85.9	86.1	81.1	81.0	83.3

Race/Ethnicity														
American Indian or Alaskan Native	93.3	*	81.3	100.0	*	84.2	83.3	73.3	95.0	100.0	93.8	92.0	85.0	75.0
Asian	76.9	35.3	81.0	82.4	75.0	66.7	91.3	65.4	55.2	91.3	80.8	60.5	57.9	62.5
Black or African American	82.2	60.1	71.6	77.5	72.7	78.1	79.8	72.0	70.6	86.8	87.6	78.3	72.2	72.0
Hispanic or Latino	85.0	66.9	80.2	85.8	85.1	79.6	87.2	77.0	77.7	87.6	88.2	81.1	81.3	80.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races	91.1	70.2	78.8	86.2	81.5	90.1	93.8	82.9	73.1	90.0	91.1	81.5	88.6	74.4
White	87.2	73.9	80.7	84.2	83.1	83.6	86.0	79.3	81.1	88.1	88.5	85.1	84.4	87.9

Additional Subgroups														
Economically Disadvantaged	85.6	68.8	79.1	83.7	82.1	82.4	86.3	77.5	78.7	89.1	89.0	83.8	81.0	83.0
English Learner	73.9	59.8	84.3	78.2	78.5	74.3	81.5	71.2	75.7	84.4	78.6	69.2	73.3	78.8
Homeless	88.9	69.4	75.3	81.8	81.4	93.8	88.0	82.4	75.9	100.0	85.5	66.7	85.9	87.7
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\*Indicates cell suppression occurred due to a subgroup consisting of <10 students  
Data Source: Michigan Department of Education

# MI-ACCESS Functional Independence - Mathematics

## Percent of Students Who Surpassed or Attained Performance Standards in Mathematics by Grade and Subgroup

Student Subgroup	Grade													
	3rd		4th		5th		6th		7th		8th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	64.9	60.7	73.2	68.3	59.5	57.4	68.1	52.2	69.9	52.3	64.5	63.3	79.7	63.2

Gender														
Female	61.4	60.8	69.0	65.6	53.1	53.9	68.9	49.3	67.2	48.8	61.5	58.0	74.9	57.2
Male	66.6	60.6	75.3	69.6	62.9	59.2	67.6	53.8	71.4	54.3	66.3	66.0	82.3	66.3

Race/Ethnicity														
American Indian or Alaskan Native	84.6	*	72.2	75.0	*	68.4	82.6	68.8	76.0	57.1	43.8	65.4	81.0	47.1
Asian	45.5	50.0	85.7	35.3	41.2	76.2	76.0	50.0	62.1	90.9	61.5	48.6	76.2	52.9
Black or African American	59.7	54.2	66.0	61.4	48.8	47.9	59.5	45.3	64.3	46.2	57.5	56.6	67.7	44.7
Hispanic or Latino	65.5	59.8	71.4	67.9	67.1	54.3	71.6	59.1	68.1	45.0	63.9	64.5	81.0	66.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races	65.3	63.0	70.8	76.1	65.7	60.6	69.1	56.6	66.7	50.9	66.0	53.6	89.2	59.0
White	67.3	63.8	76.8	71.7	63.7	62.0	71.3	54.3	73.4	55.6	68.3	67.7	83.9	70.2

Additional Subgroups														
Economically Disadvantaged	65.3	61.2	73.3	69.4	60.3	57.9	69.6	51.4	70.5	51.9	66.3	65.1	80.6	63.4
English Learner	51.7	51.0	79.4	54.5	54.7	60.9	71.7	54.5	66.1	50.8	67.3	55.7	80.6	75.0
Homeless	64.4	72.2	70.0	75.0	57.0	56.8	70.4	53.6	65.9	54.5	71.7	58.1	82.6	66.7
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\*Indicates cell suppression occurred due to a subgroup consisting of <10 students  
Data Source: Michigan Department of Education

# MI-ACCESS Functional Independence - Science

## Percent of Students Who Surpassed or Attained Performance Standards in Science by Grade and Subgroup

Student Subgroup	Grade					
	4th		7th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	54.3	54.4	48.2	47.8	47.4	51.1
<b>Gender</b>						
Female	51.0	54.0	43.5	43.7	42.0	45.7
Male	55.9	54.6	50.6	50.0	50.3	53.8
<b>Race/Ethnicity</b>						
American Indian or Alaskan Native	70.6	75.0	66.7	47.1	45.5	44.4
Asian	47.6	26.7	12.9	26.1	38.1	17.6
Black or African American	44.4	45.2	32.5	36.0	25.9	28.6
Hispanic or Latino	50.0	54.1	47.4	35.3	41.4	43.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	49.2	59.8	50.9	38.3	56.8	52.5
White	59.6	59.1	57.6	56.3	56.2	60.7
<b>Additional Subgroups</b>						
Economically Disadvantaged	55.7	55.7	49.6	48.7	47.3	51.5
English Learner	44.4	38.8	40.0	29.4	33.9	48.9
Homeless	56.8	59.3	49.4	60.0	55.1	52.5
Migrant	*	*	*	*	*	*

\*Indicates cell suppression occurred due to a subgroup consisting of <10 students

Data Source: Michigan Department of Education

## MI-ACCESS Functional Independence - Social Studies

### Percent of Students Who Surpassed or Attained Performance Standards in Social Studies by Grade and Subgroup

Student Subgroup	Grade					
	5th		8th		11th	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
All Students	37.3	38.5	43.3	41.8	43.1	47.7
<b>Gender</b>						
Female	34.0	37.5	45.3	41.2	37.0	42.0
Male	39.1	39.0	42.2	42.1	46.3	50.7
<b>Race/Ethnicity</b>						
American Indian or Alaskan Native	*	55.6	26.7	43.5	40.9	41.2
Asian	26.3	34.8	38.5	15.4	38.1	25.0
Black or African American	28.2	31.4	38.4	36.7	27.4	29.8
Hispanic or Latino	43.3	37.7	44.9	38.8	38.4	42.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	41.5	34.3	51.1	33.3	44.4	38.5
White	41.0	42.5	45.7	46.3	49.7	55.7
<b>Additional Subgroups</b>						
Economically Disadvantaged	38.0	38.8	43.9	43.2	42.1	47.5
English Learner	26.6	30.3	34.6	28.2	38.7	46.7
Homeless	28.4	44.8	41.8	44.4	49.3	59.3
Migrant	*	*	*	*	*	*

\*Indicates cell suppression occurred due to a subgroup consisting of <10 students  
Data Source: Michigan Department of Education

## 2016-17 Student Growth - English Language Arts

Percentage of Students who are on a Path to Reach or Maintain Proficiency within Three Years in English Language Arts by Grade and Subgroup

Student Subgroup	Grade					
	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>
All Students	45.1	45.8	41.9	42.6	44.3	53.5

Gender						
Female	48.9	50.3	45.9	48.7	50.8	57.3
Male	41.6	42.1	38.1	37.3	38.1	49.7

Race/Ethnicity						
American Indian or Alaskan Native	38.2	41.7	34.9	37.2	36.8	44.7
Asian	58.4	59.2	55.7	60.1	60.7	57.5
Black or African American	28.4	29.3	26.0	23.8	23.1	28.2
Hispanic or Latino	36.9	36.4	31.5	29.4	30.7	37.4
Native Hawaiian or Other Pacific Islander	44.0	58.1	39.2	38.3	56.1	48.2
Two or More Races	43.5	44.6	40.8	41.6	43.5	52.5
White	50.2	51.0	46.9	48.1	50.4	60.5

Additional Subgroups						
Economically Disadvantaged	34.8	35.8	30.4	29.3	29.4	36.5
English Language Learners	33.1	30.4	22.8	19.5	19.6	11.7
Homeless	28.1	28.4	24.7	20.0	21.3	27.6
Migrant	28.9	23.2	17.7	17.4	18.6	14.7
Students with Disabilities	25.8	25.0	22.3	18.3	14.9	15.8

Data Source: Michigan Department of Education

## 2016-17 Student Growth - Mathematics

Percentage of Students who are on a Path to Reach or Maintain Proficiency within Three Years in Mathematics by Grade and Subgroup

Student Subgroup	Grade					
	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>
All Students	38.0	37.6	34.5	32.5	31.1	29.5
Gender						
Female	35.9	36.0	34.2	31.8	32.8	27.1
Male	40.1	39.2	34.9	33.1	29.6	31.8
Race/Ethnicity						
American Indian or Alaskan Native	31.2	35.1	28.9	23.9	21.7	18.4
Asian	56.4	56.7	56.1	55.0	55.8	45.8
Black or African American	19.3	18.1	16.3	13.0	10.8	7.9
Hispanic or Latino	27.2	25.8	22.1	17.4	15.8	15.2
Native Hawaiian or Other Pacific Islander	36.4	38.2	39.7	34.5	32.0	26.8
Two or More Races	35.3	34.1	30.7	29.9	27.5	26.9
White	43.8	43.7	40.1	36.9	36.9	34.9
Additional Subgroups						
Economically Disadvantaged	27.3	25.8	22.8	18.5	16.5	14.1
English Language Learners	26.8	24.5	18.7	13.0	13.0	4.2
Homeless	22.3	18.4	16.9	12.0	9.9	9.4
Migrant	28.0	21.7	15.0	14.4	10.9	4.7
Students with Disabilities	22.9	21.6	16.0	13.0	11.1	7.0

Data Source: Michigan Department of Education



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