# Progress Toward the Eight Goals of Michigan's Top 10 Strategic Education Plan

State Board of Education Meeting
November 14, 2023

Presenters
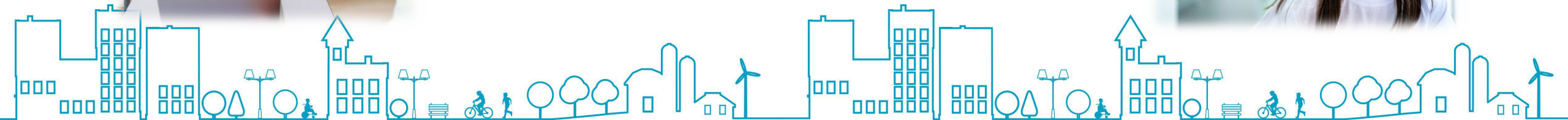
Michael F. Rice, Ph.D.
State Superintendent
and
Sue C. Carnell, Ph.D.
Chief Deputy Superintendent

# Eight Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

# Upstream and Downstream

- The two **resource upstream goals** addressing teacher shortage and adequate and equitable school funding (Goals 7 and 8) **help drive all other goals**.

# Upstream and Downstream

- The **developmental upstream** goals addressing the expansion of early childhood education and the improvement of early literacy (Goals 1 and 2) and health, safety, and wellness (Goal 3) **help drive all other downstream goals**, which include secondary school program expansion, graduation rates, and postsecondary credential rates (Goals 4, 5, and 6).

# Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
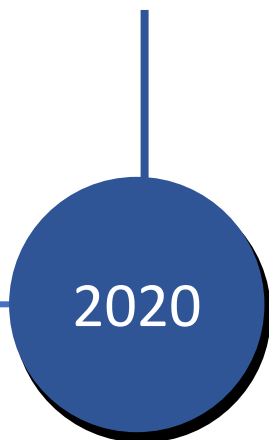8. **Provide adequate and equitable school funding**

Different children have different needs; different needs have different costs.

# Historical FY Per Pupil
# Target Foundation Allowance

**Michigan's Top10** Strategic Education Plan

**$8,409**
Per Pupil

2019

$8,529
Per Pupil

2020

$8,529
Per Pupil

2021

$8,700
Per Pupil

2022

$9,150
Per Pupil

2023

**$9,608**
Per Pupil

2024

# Two-Year Increase in
# Per Pupil Foundation Allowance

**$8,700**
Per Pupil

$9,150
Per Pupil

**$9,608**
Per Pupil

2022          2023          2024
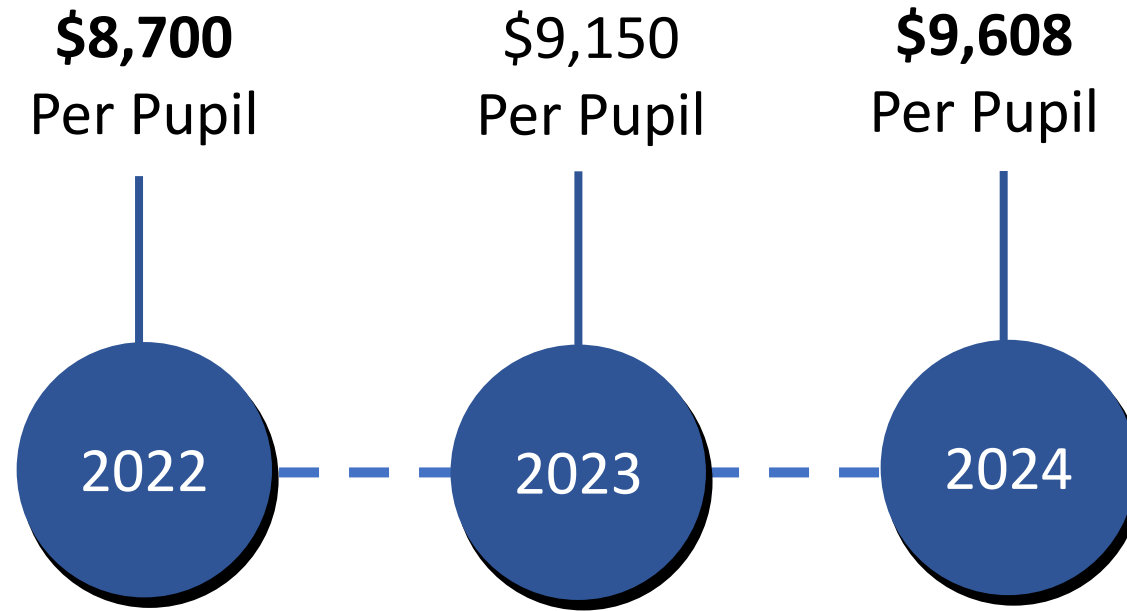
From $8,700 in FY22 to $9,608 in FY24, a **10.4% increase**

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$204.5 million** increase in FY24 for economically disadvantaged students (sec. 31a)

- From $512 million in FY22 to $952 million in FY24, **a $440 million** or **86% increase**.

- Creates an "Opportunity Index" assigned annually for payments that are a percentage of the target foundation allowance.

- With the Opportunity Index, districts receive more funding as the concentration of poverty (and thus the Opportunity Index score for the school district) increases.

- Index score = (number of economically disadvantaged pupils)/(total number of pupils) x 100 (rounded up to nearest whole number).

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$154.9 million** increase in FY24 for students with disabilities (sec. 51e)

From $90.2 million (Sec. 51f) in FY22 to $336.2 million (Sec. 51e) in FY24, a **$246 million** or **273% increase**.

**Section 51f was rolled into a new section in FY23, which is now 51e.

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$13.2 million** increase in FY24 for English learners (sec. 41)

From $25.2 million in FY22 to $39.8 million in FY24, a **$14.6 million** or **58% increase**.

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$2.7 million** increase in FY24 for students in rural and isolated districts (sec. 22d)

From $8.4 million in FY22 to $11.6 million in FY24, a **$3.2 million** or **38% increase**.

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$125 million** to reimburse school districts for the cost of **general education pupil transportation** (sec. 22l)* and a study to recommend the best way to address transportation costs and reimbursement in the future (sec. 11(1)).

*Non-Recurring

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$125 million** for MI Clean School Bus grants for districts to convert or replace current school buses with low to no greenhouse gas emission buses (sec. 74b)*

*Non-Recurring

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

An additional **$36 million** spread over three years is **added to** the **FY23 appropriation of $6.1 million** for partnership districts (sec. 21h) **(+$12 million each year 2023-2026**)

# FY24 State Budget

**Goal 8** - **Provide adequate and equitable school funding**

**$245 million** from the School Consolidation and Infrastructure Fund was allocated to provide funding **towards the physical or service consolidation** of school districts **or operations** (sec. 12c)*

- To be eligible for future infrastructure-related funding, a district must have a school facility condition assessment (sec. 11x(9))

- School facility condition assessments will begin by the end of the year and be completed by September 2024 (sec. 11y)

*Non-Recurring

# Funding Michigan's Public Schools

- There have been several school finance studies since 2015.

- Released in January 2018, the School Finance Research Collaborative (SFRC) is the largest and most detailed; however, limitations remained.

  - The SFRC recommended that additional studies further explore three other areas of school underfunding: Higher Concentrations of Poverty, Transportation Costs, and Capital Costs.

- Many SFRC recommendations have begun to be incorporated into the state school aid over the last two years, and the study and budget gaps noted above are also beginning to be addressed. The opportunity index to fund higher concentrations of poverty (sec. 31a), the transportation study and funding (sec. 22l), and the infrastructure study and funding (sections 11y and 11x) are examples.

# Goal 8: Provide adequate and equitable school funding

## Summary

The FY23 and FY24 budgets have been the strongest education budgets in the state's history post-Proposal A (i.e., in the last 30 years).
**NEVERTHELESS,** public schools continue to be underfunded by billions of dollars, according to the School Finance Research Collaborative and other studies.

# Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. **Increase the numbers of certified teachers in areas of shortage**
8. Provide adequate and equitable school funding

# Goal 7: Success Measures

| | |
|---|---|
| Teacher Preparation Enrollment | Overview of Positions Reported |
| Teacher & Student Comparison | Teachers by Ethnicity |

# Teacher Preparation Enrollment

| Year | Enrollees | Completers | Total |
|------|-----------|------------|-------|
| 2011-12 | **18,483** | **4,720** | **23,203** |
| 2012-13 | 14,372 | 4,450 | 18,822 |
| 2013-14 | 11,287 | 3,951 | 15,238 |
| 2014-15 | 11,099 | 3,650 | 14,749 |
| 2015-16 | 7,868 | 3,120 | 10,988 |
| 2016-17 | **6,859** | **2,653** | **9,512** |
| 2017-18 | 7,183 | 2,511 | 9,694 |
| 2018-19 | 7,764 | 2,404 | 10,168 |
| 2019-20 | 9,760 | 2,258 | 12,018 |
| 2020-21 | 10,536 | 2,635 | 13,171 |
| 2021-22 | **12,048*** | **2,781*** | **14,829*** |

**-59%**

**56%**

**New data**

**Data Source: U.S. Department of Education Title II Report**

***Federal data release of these numbers expected in spring 2024**

# Overview of Positions Reported

## Overview of Positions Reported

| Position Status | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 7-year difference and percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|---|---|
| Permanently Assigned & Certified to Teach the Position | 84,081 | 83,194 | 83,703 | 85,699 | 88,123 | 87,977 | 92,897 | 90,185 | 6,104 |
| | 94.2% | 93.9% | 90.8% | 91.2% | 91.6% | 90.1% | 88.5% | 87.2% | -7.0 p.p. |
| Temporarily Assigned (Teaching on a Permit Only) or Not Appropriately Credentialed | 5,079 | 5,276 | 8,386 | 8,107 | 7,998 | 9,500 | 11,602 | 11,641 | 6,562 |
| | 5.7% | 6.0% | 9.1% | 8.6% | 8.3% | 9.7% | 11.1% | 12.3% | 6.6 p.p. |
| Vacant Positions | 117 | 107 | 80 | 127 | 135 | 198 | 456 | 496 | 379 |
| | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.2% | 0.4% | 0.5% | 0.4 p.p. |
| Total Positions | 89,277 | 88,577 | 92,169 | 93,933 | 96,256 | 97,675 | 104,955 | 102,322 | 13,045 |

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New data

# Teachers & Students by School Year & Ethnicity - FTE Comparison

## Teacher FTE Counts

|  | 15-16 | | 16-17 | | 17-18 | | 18-19 | | 19-20 | | 20-21 | | 21-22 | | 22-23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total FTEs | 80,790 | | 80,144 | | 81,217 | | 81,620 | | 81,322 | | 80,657 | | 82,688 | | 82,153 | |
| White | 74,178 | 91.8% | 73,699 | 92.0% | 74,320 | 91.5% | 74,530 | 91.3% | 74,005 | 91.0% | 73,215 | 90.8% | 74,565 | 90.2% | 73,786 | 89.8% |
| Other Ethnicities | **6,612** | **8.2%** | 6,445 | 8.0% | 6,897 | 8.5% | 7,090 | 8.7% | 7,317 | 9.0% | 7,442 | 9.2% | 8,123 | 9.8% | **8,368** | **10.2%** |

## Student FTE Counts

|  | 15-16 | | 16-17 | | 17-18 | | 18-19 | | 19-20 | | 20-21 | | 21-22 | | 22-23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total FTEs | 1,482,019 | | 1,475,949 | | 1,467,122 | | 1,451,406 | | 1,441,406 | | 1,389,522 | | 1,386,670 | | 1,379,009 | |
| White | 999,872 | 67.0% | 988,324 | 67.0% | 975,909 | 66.5% | 959,278 | 66.1% | 946,280 | 65.6% | 906,538 | 65.2% | 896,012 | 64.6% | 882,940 | 64.0% |
| Other Ethnicities | **482,147** | **33.0%** | 487,625 | 33.0% | 491,213 | 33.5% | 492,128 | 33.9% | 495,620 | 34.4% | 482,984 | 34.8% | 490,658 | 35.4% | **496,070** | **36.0%** |

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New data

# Teachers by School Year & Ethnicity - FTE Count

| Teacher FTE Counts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **15-16** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** | **21-22** | **22-23** |
| Total FTEs | 80,790 | 80,144 | 81,217 | 81,620 | 81,322 | 80,657 | 82,688 | 82,153 |
| Asian | 608 | 556 | 573 | 612 | 614 | 629 | 681 | 725 |
| Black or African American | **4,620** | 4,487 | 4,865 | 5,009 | 5,235 | 5,286 | 5,787 | **5,937** |
| Hispanic or Latino | **917** | 924 | 935 | 931 | 950 | 976 | 1,086 | **1,133** |
| Native American or Alaska Native | 174 | 183 | 205 | 214 | 203 | 203 | 195 | 200 |
| Native Hawaiian or Other Pacific Islander | 88 | 78 | 91 | 89 | 84 | 105 | 114 | 105 |
| Two or More Races | 205 | 217 | 228 | 235 | 231 | 243 | 260 | 268 |
| White | 74,178 | 73,699 | 74,320 | 74,530 | 74,005 | 73,215 | 74,565 | 73,786 |

**Data Source: Registry of Educational Personnel**

**New data**

# Teachers of Other Ethnicities is on the Rise

Over the last seven years, there has been an increase in the number of Black or African American and Hispanic or Latino teachers added to the workforce.

- An additional **1,317 FTEs** of Black or African American teachers
- An additional **216 FTEs** of Hispanic or Latino teachers

**Educator Highlight: Tony Spencer, Arcadia Elementary School, Kalamazoo Public Schools**

# State Budget
# To Address the Teacher Shortage

**Goal 7: Increase the numbers of certified teachers in areas of shortage**

- **FY20 and earlier** -$0 in the state school aid act to address teacher shortage

- **FY21** - $5 million for early career retention bonuses

- **FY22** - Less than $2 million for Grow Your Own programs

- **FY23** - $575 million for a range of efforts to address the teacher shortage, many of these initially recommended by MDE.

- **FY24 - Over $445 million for a range of efforts to address teacher shortage.**

# FY23 State Budget
# To Address the Teacher Shortage

**$575 million** included, but was not limited to:

- **$305 million** for MI Future Educator Fellowships (sec. 27a, 27d, and 27e)

- **$175 million** for Grow Your Own programs for support staff to become teachers (sec. 27b)*

- **$50 million** for MI Future Educator Student Teacher Stipends (sec. 27c)

- **$10 million** to ISDs to recruit and hire career and technical education (CTE) instructors (sec. 61i)*

*Non-Recurring

# FY24 State Budget
# To Address the Teacher Shortage

**The over $445 million in FY24 includes, but is not limited to:**

**$225 million** for Student Loan Repayment (sec. 27k)*
- Allocation to districts and ISDs for implementing a student loan repayment program.

**$63.8 million** for equal per pupil payments to districts to increase educator compensation (sec. 27l)*

**$15 million** to pilot a rural educator credentialing hub (sec. 27i)*
*Nonrecurring

# FY24 State Budget
# To Address the Teacher Shortage

**$25 million** for MI Future Educator Fellowships (sec. 27a)
  - $10,000 scholarship for candidates enrolled in teacher preparation programs.

**$50 million** for MI Future Educator Student Teacher Stipends (sec. 27c)
  - $9,600 stipend to support candidates participating in student teaching.

**$1 million** for MTTC Fee Reimbursement (sec. 1104 of MDE budget)
  - Reimbursement for test fees

Michigan's Top10
Strategic Education Plan

# FY24 State Budget
# To Address the Teacher Shortage

**$50 million** over five years for grants for mentoring and induction
- Grants to districts for mentor stipends, training, release time. (sec. 27h)*

**$5 million** for awards to teachers who hold National Board Certification (sec. 27m)*

*Non-Recurring

# FY24 State Budget
# To Address the Teacher Shortage

**$5 million** to Teach for America's TeachMichigan initiative (sec. 99x)*

**$10 million** to support the infrastructure of Talent Together (sec. 27g)* (FY23 Supplemental)

**$66.3 million** for Talent Together – Grow Your Own to use in paying for tuition, fees, and associated costs to ensure a no-cost pathway to certification (sec. 27p)* (FY23 Supplemental)

*Non-Recurring

# Goal 7: District and Department Efforts



- **Grow Your Own: For support staff to become teachers** and fill crucial staffing needs, based on the needs of the potential educators and the local school community.

# Goal 7: District and Department Efforts



- **Grow Your Own: opportunities for students in grades 6-12 to engage in hands-on teaching experiences** with students, with supervision and mentoring by educators.

- **Future Proud Michigan Educator EXPLORE Conference** was held on October 11, 2023.

  - Building a **network of EXPLORE educators** who will support one another and contribute to the continuous improvement of EXPLORE resources.

  - Students from **Holland High School** and **Lansing Eastern High School** shared their experiences and their "why" for becoming a teacher.

# Goal 7: District and Department Efforts



- **Future Proud Michigan Educator: Career and Technical Education (CTE)** funded program.
- For **students** who are **interested in careers in education** or other **fields related to children** (e.g., early childhood).
- Students can **earn a Child Development Associate (CDA) credential** or a **Michigan School-Age Youth Development Associate (MI-YDA) credential**.
- A partnership between our **Office of Great Start** and our **Office of Career and Technical Education**.

# Goal 7: District and Department Efforts



**Welcome Back** Proud Michigan Educator

- Reduces or eliminates professional learning barriers for teachers returning to the profession.
- Partnered with MEA for Teacher Re-entry Program.
- Over 300 teachers benefitted.

**Welcome Home** Proud Michigan Educator

- One-time renewal to certified teachers who moved out of state and are returning.

# Goal 7: District and Department Efforts

## Registered Teacher Apprenticeships

- **A new pathway to teacher certification** in Michigan.

- Allow **teacher apprentices** to **earn while they learn** through an existing educator preparation program, with **hands-on learning** under the **supervision of an experienced mentor teacher**.

- Teacher apprentices **must participate** in an **educator preparation program**, **obtain a B.A.**, and **pass the MTTC** to get certified.

# Goal 7: District and Department Efforts

## Registered Teacher Apprenticeships

- A **combination of Grow Your Own programs**; extensive on-the-job training, with lots of time to learn about and contribute to the education of children prior to becoming fully certified teachers; higher education coursework; and use of local, state, and federal dollars to help defray costs of teacher preparation for candidates.

- **In partnership** with the U.S. Department of Labor (**US DOL**) and Michigan Department of Labor and Economic Opportunity (**LEO**), MDE established Michigan's first registered apprenticeship program through **Saginaw ISD**, **Saginaw County school districts**, and **Saginaw Valley State University**.

# Goal 7: State and Local Efforts

**Public Act 147 of 2023 – Retired teachers are now permitted to return to help out in public schools more quickly and more flexibly under the new law.**

- Passed **October 2023**.

- Allows school retirees to continue to receive their retirement pension and retirement health care benefits as long as the educator is retired and either waited at least six consecutive months before taking another position or, if taking a position with a local school district sooner than six months, earns $15,100 or less in a calendar year in that position.

# Goal 7: State and Local Efforts

The U.S. Department of Education has reported that for the period of May 2019 to September 2023, **Michigan ranked <u>second highest </u>in the nation in education job recovery** -- among **only seven states to have increases** in **education staffing**. This shows that **Michigan is on the right path to addressing staffing shortages in public education**.

Source: U.S. Department of Education. (2023). Raise the Bar Policy Brief.

# Goal 7: Increase the numbers of certified teachers in areas of shortage
## Summary

1. Teacher Preparation Enrollment decreased 59% from 2011-2012 to 2016-2017; it has rebounded and has **increased 56% from 2016-2017 to 2021-2022**.

2. Over the last seven years, net increases of **1,317 Black or African American teachers** and an additional **216 Hispanic or Latino teachers** have joined the teaching profession.

3. The state has dedicated significant funds in the last two years to addressing the teacher shortage, **from $0 in FY20 to $575 million in FY23 and over $445 million in FY24**.

4. New programs to improve the quantity, quality, and diversity within the profession are paying off.
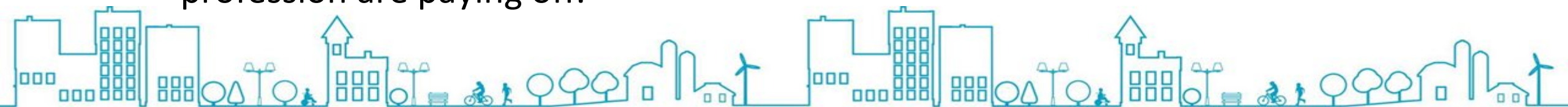
# Goals

1. **Expand early childhood learning opportunities**
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
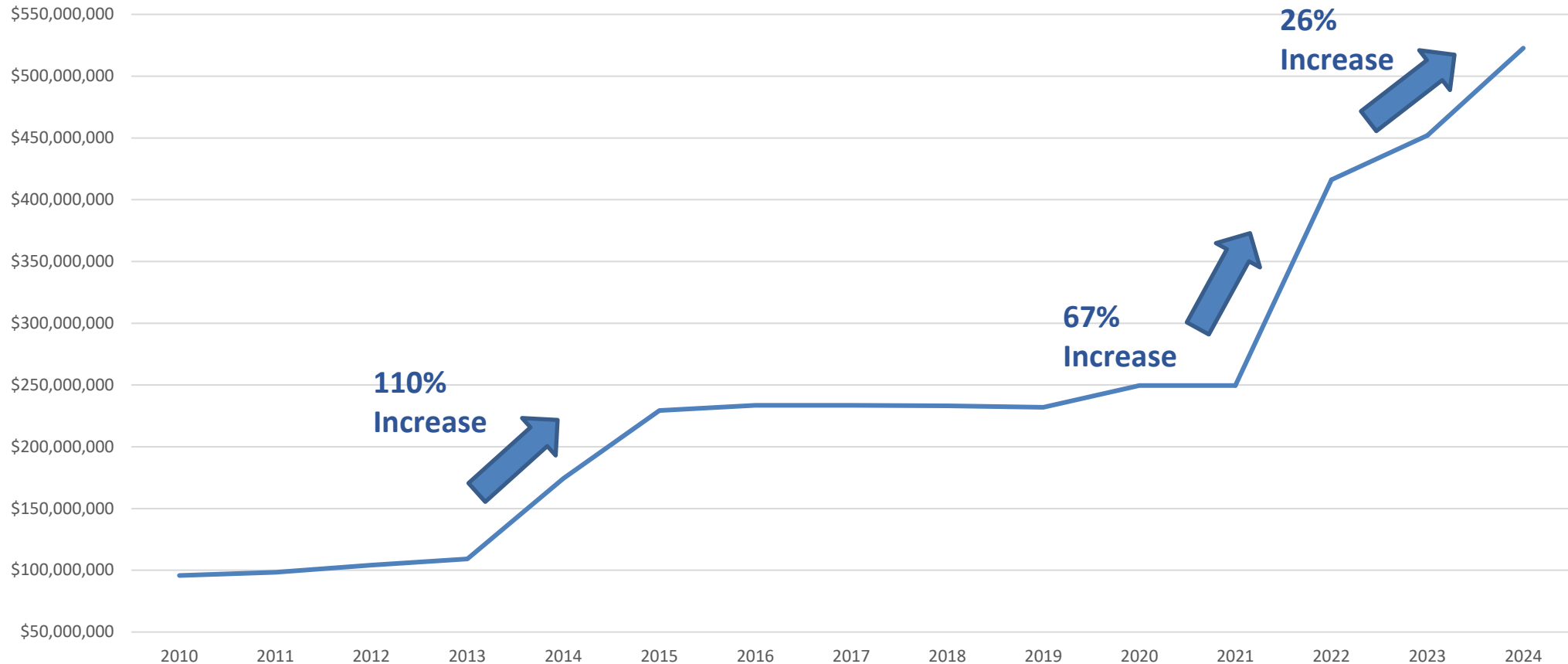8. Provide adequate and equitable school funding

# Goal 1: Success Measures

Great Start Readiness Program (GSRP)

National Institute for Early Education Research (NIEER) Annual Yearbook Rating
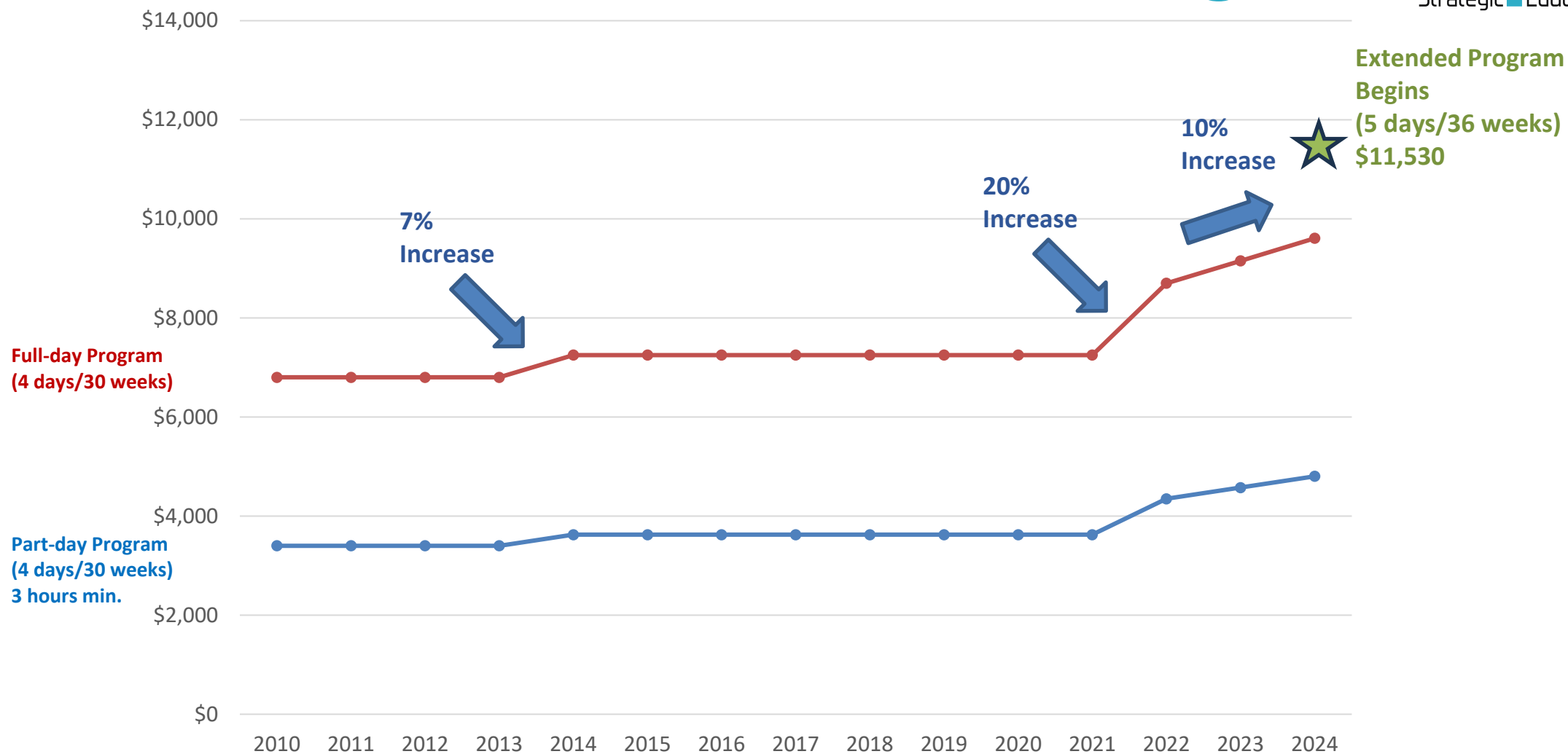
# Overall GSRP Funding



Actual

| | |
|---|---|
| FY21 - $249,600,000 | FY23 - $452,120,000 |
| FY22 - $416,120,000 | FY24 - $522,720,000 |

# GSRP Per Child Funding



**7% Increase**

**20% Increase**

**10% Increase**

**Extended Program Begins (5 days/36 weeks) $11,530**

**Full-day Program (4 days/30 weeks)**

**Part-day Program (4 days/30 weeks) 3 hours min.**

$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

Michigan's Top10 Strategic Education Plan

# Number of GSRP Eligible Children Served
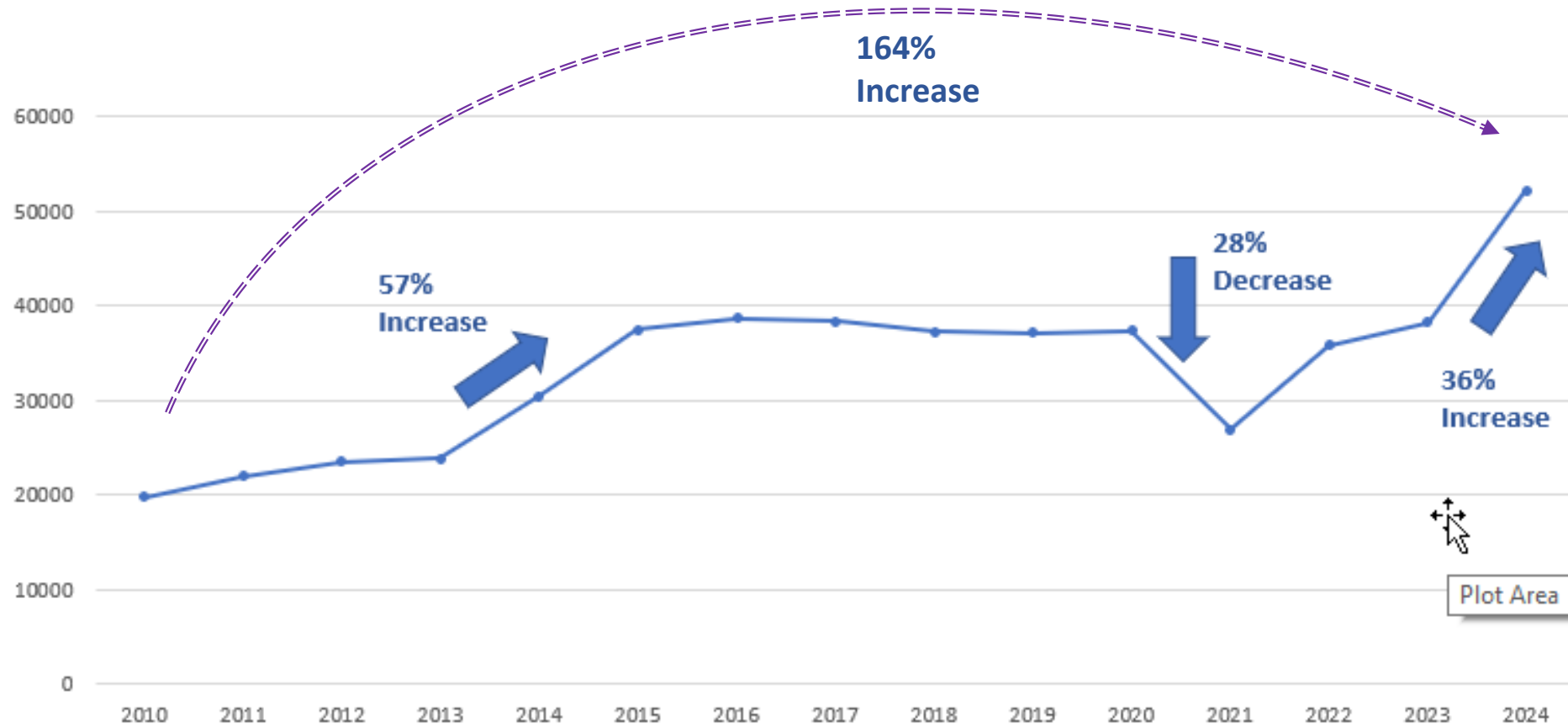


FY 2020-37,368 (Pre-pandemic)          FY 2022-35,895 (2nd yr. pandemic)
FY 2021-26,969 (1st yr. pandemic)       FY 2023-38,355 (post-pandemic)
FY 2024-ISDs are asking for funds for 52,254 children with 8,700 in extended program.

# Parent Highlights: GSRP 5-day program

**Lil Graduates Child Development Center Extended Day Program (Macomb ISD)**
"It's simple; the 5 full days are helpful for the parents and beneficial to our children (in my opinion).  I know **I like the routine and schedule of going to 5 days instead of 4 days.**  I have a 4th grader as well, so it helps keep the weekly routine together.  The **5-day program will better prepare** my daughter for Kindergarten." Parent: Brittany

**Armada Public Schools Extended Day Program**
"This is my first child going through school.  Financially, we appreciate now that GSRP is a 5-day program, and a consistent person is working with my child. We are a **working family**, and we **don't have to worry about** what we are going to do with my son on **the fifth day**.  He will definitely be better prepared for Kindergarten." Parent: Kylie

**Utica Community Schools Extended Day Program**
"**5 days provides an extra day of learning**.  I've noticed that my son is accelerating and becoming more independent.  He knows more of the routine.  My other son was in a 4-day GSRP program.  I'm really enjoying the program and feel it is helping him a lot." Parent: Paula

**From Delta Schoolcraft ISD (Western Upper Peninsula)**
"I **am able to work more hours**. My **child is excelling** and loves learning new things. ...it gives my child more time socializing and learning with other children." GSRP Parent

# NIEER Annual Yearbook Rating

## National Institute for Early Education Research (NIEER), Rutgers Annual Yearbook Rating for State-funded Preschool Programs

| NIEER Rated Metrics | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|
| Number of NIEER State-funded Preschool National Quality Benchmarks Met (out of 10) | 10 | 10 | 10 | 10 | 10 | 10 |
| NIEER National Ranking for GSRP on Quality | 3 | 1 | 1 | 1 | 1 | **1** |
| Tied with (Number of States) | 4 | 3 | 4 | 6 | 4 | **4** |
| NIEER National Ranking for GSRP on Access | 16 | 18 | 18 | 21 | 19 | **19** |
| NIEER National Ranking for GSRP on Funding Level | 12 | 14 | 14 | 14 | 17 | **6** |

Data Source: National Institute of Early Education Research: https://nieer.org//state-preschool-yearbooks

# Goal 1: Expand early childhood learning opportunities
## Summary

1. From FY21 to FY24, there has been a **109% increase in GSRP state funding**.

2. ISDs have requested funding to serve 52,254 children for this school year, which is a 40% increase over the number of children served in 2020-2021.

3. In the NIEER Annual Yearbook rating, Michigan continues to be **#1 in GSRP quality** and has moved from #17 to **#6 in funding**.

4. On our recommendation to the **state legislature and governor,** GSRP has been **extended to permit the flexibility** to include 5 days/week, 36 weeks/year, and parents are appreciative.

# Goals

1. Expand early childhood learning opportunities
2. **Improve early literacy achievement**
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
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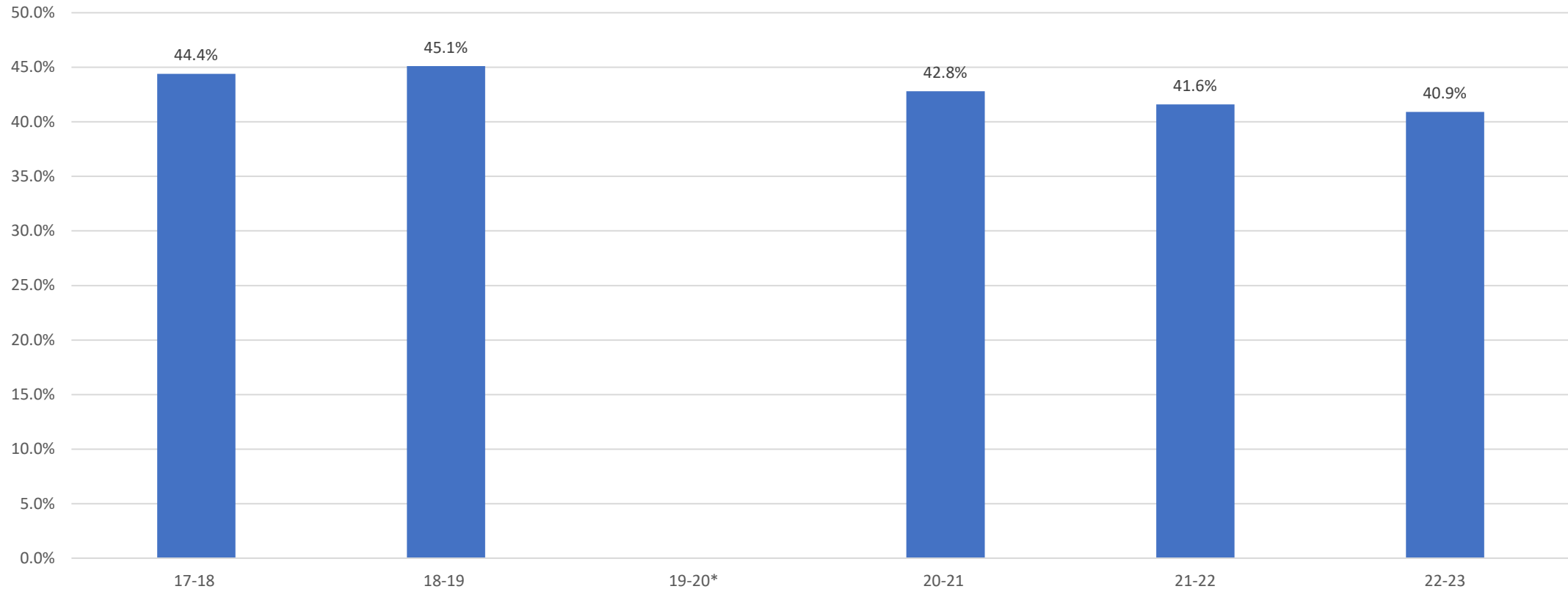8. Provide adequate and equitable school funding

# Goal 2: Success Measures

| M-STEP 3rd grade English Language Arts (ELA) | National Assessment of Educational Progress (NAEP) 4th grade reading | National Assessment of Educational Progress (NAEP) 8th grade reading |

# M-STEP percent proficient
# 3rd Grade ELA

* 2019-2020 - No state summative test administration per federal waiver

Data Source: MI School Data

# National Assessment of Educational Progress (NAEP)
# 4th Grade Reading

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 3-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|---|---|
| Percent Proficient – all students | 29% | | 32% | | 32% | | | 28% | -4.0 p.p. |
| National Ranking (Scale Score) | 41 | | 35 | | 32 | | | 43* | |

**Data Source: National Center for Education Statistics**

*Note:
- Michigan average scale score 212.
- National public school average scale score 216.
- Michigan's average scale score is not statistically significantly different from states ranked 21 through 47.
- State rankings in this table are based on state average scale scores.

# National Assessment of Educational Progress (NAEP) 8th Grade Reading

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 3-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|---|---|
| Percent Proficient – all students | 32% | | 34% | | 32% | | | 28% | -4.0 p.p. |
| National Ranking (Scale Score) | 31 | | 30 | | 28 | | | 31* | |

**Data Source: National Center for Education Statistics**

*Note:
- Michigan average scale score 259.
- National public school average scale score 259.
- Michigan's average scale score is not statistically significantly different from states ranked 9 through 42.
- State rankings in this table are based on state average scale scores.

# FY24 State Budget
# To Improve
# Early Literacy Achievement

**$140 million** over two years in per pupil (preK-5) grants to improve **literacy instructional practices** (sec. 35j)*

**$150 million** to implement the **governor's <u>MI Kids Back on Track</u>**, per pupil payments for those **not proficient in math or reading** to address unfinished learning (sec. 23g)*

*Nonrecurring

# FY24 State Budget
# To Improve
# Early Literacy Achievement

**$10 million** for Language Essentials for Teachers of Reading and Spelling (**LETRS**) professional learning (sec. 35a(10))*

**$14 million** to administer **ten MiFamily Engagement Centers** (sec. 35i)*

**$2 million** for a **statewide campaign** to share how parents can support early literacy for children (sec. 35i(5))*

**$4 million** for the **Dolly Parton Imagination Library** and **other early literacy programs** (sec. 32p(6))*
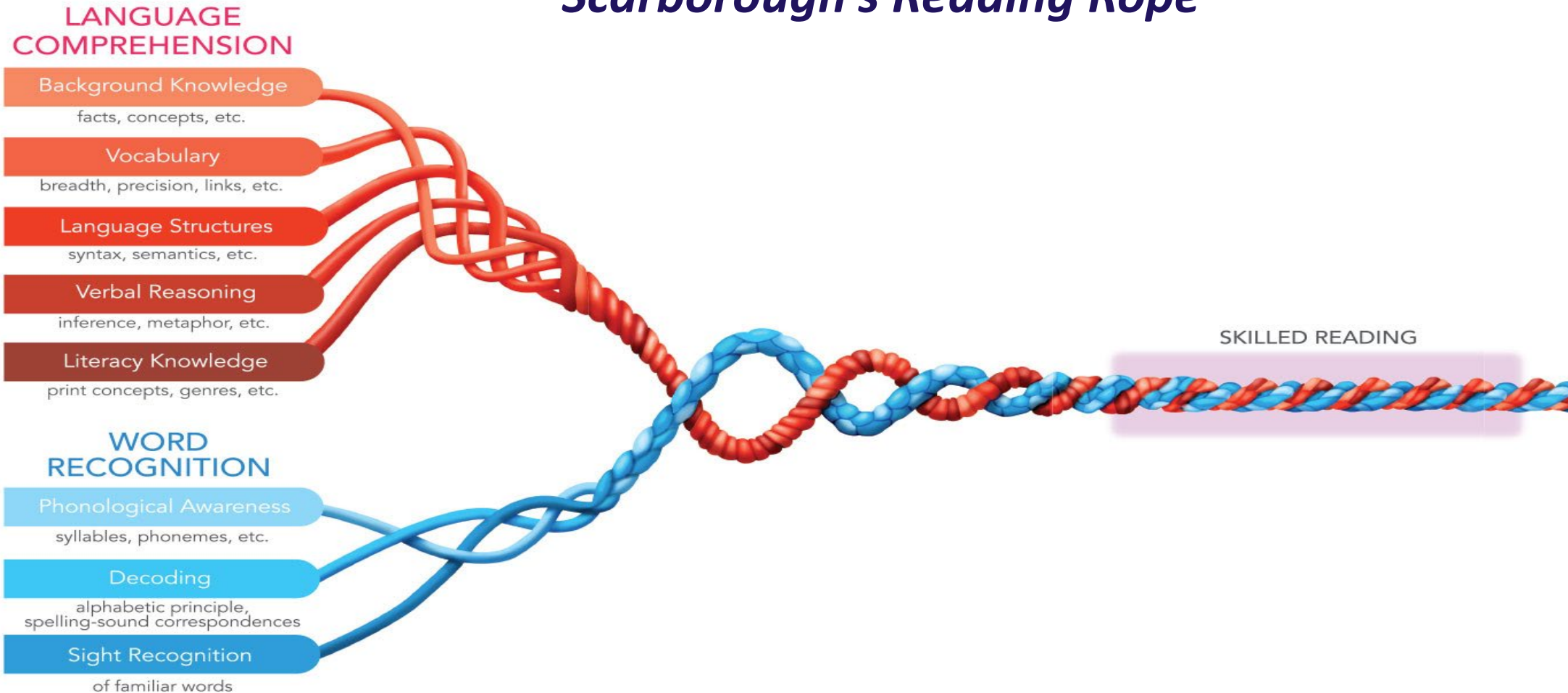
*Nonrecurring

# How Kids Read

# How Kids Read

*Scarborough's Reading Rope*

# Goal 2: District and Department Efforts

**Language Essentials for Teachers of Reading and Spelling (LETRS)** and **LETRS for Early Childhood Education (LETRS EC)**

- **Over 6,000** Michigan educators have registered for LETRS or LETRS EC training **in the past 24 months**.

- The **goal** is to **train all of our K-3 teachers** and many of our other teachers working with children still learning to read.

- MDE continues to **partner with Lexia Learning® to administer** and **provide training in LETRS** and **LETRS EC**.

- **340 administrators and coaches** have registered for **LETRS for Administrators**.

# Goal 2: District and Department Efforts

## Early Literacy Essentials

- The **federal Preschool Development Grant Birth to 5** (PDG B-5) has collaborated with the Michigan Association of Intermediate School Administrators (MAISA) to **develop training**.
- The training focuses on the **Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3** and the **Essential Instructional Practices in Early Literacy: Prekindergarten**. In FY2023:
  - **211 practitioners** were trained in the Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3.
  - **156 directors, literacy coaches, and early childhood specialists** were trained in the Essential Instructional Practices in Early Literacy: Prekindergarten.

# Goal 2: District and Department Efforts

## Literacy Coaching

- In FY24, **$42 million** under section 35(a)4 has been allocated **for ISD early literacy coaches.**

- **Nearly a tripling of coaches over the past three years.**

- **All literacy coaches funded through 35a(4) funds must have already received or be progressing toward professional learning in LETRS**.

- Effective **literacy coaching** models include **side-by-side support directly with teachers** through conferencing, modeling, applying assessment literacy, observing, and co-planning.

# Goal 2: District and Department Efforts

**Federal Comprehensive Literacy State Development (CLSD) Grant**

- MDE was awarded a competitive, federal Comprehensive Literacy State Development Grant - **$16 million over five years to advance literacy skills**

- MDE selected five school districts to receive these funds: **Benton Harbor Area Schools, Detroit Public Schools Community District, Flint Community Schools, Muskegon Heights Public School Academy System, and Pontiac School District**.

- Each is receiving just over **$3 million over a five-year grant term**.

- The grant is in **year four** of a five-year grant cycle.

- Each LEA in the grant continues to work on its comprehensive literacy plan, which includes **building diverse classroom libraries**; **adding high-quality professional development such as LETRS**; implementing evidence-based instructional practices and interventions; **increasing family and community engagement;** and much more.

# Goal 2: District and Department Efforts

## Regional Literacy Support Network Hubs

- MDE awarded **grant funding to ten local organizations and agencies** to develop equitable, effective, and sustainable birth to five initiatives and **to establish regional Birth to Five Literacy Support Network Hubs**.
- Each hub is unique and has tailored its support based on the dynamics of the individual communities that it serves. Supports have included creating programs to **promote generational literacy practices**; adopting literacy texting services that provide tips for families; holding events such as community baby showers and **parent literacy workshops**; and **working with local hospitals, schools, libraries, and other organizations to distribute thousands of diverse books to children and families**.

# Why Kids Read

To see themselves in their reading

To see others in their reading

To learn about other places

To learn about their world

To become lifelong learners

# Student Highlights: 3ʳᵈ graders from Fulton Public Schools

"I like to read because. . .



…it's fun, and I can learn awesome things."

…I can learn things I didn't know about it."

…it challenges me to learn new words."

…books are super interesting and make me want to keep reading."

…you get to go to places far, far away that don't even exist."

…it feels like I'm stepping into the book."

…I like to imagine what's happening in the book in my head."

…it makes me smarter."

…if I pick up a good book, I can't put it down."

*Quotes from Ms. McCracken's and Mrs. Thelen's 3ʳᵈ-grade students*

# Goal 2: District and Department Efforts

**Diverse Classroom Libraries**

- MDE created a **Diverse Classroom Libraries guidance document**.
- It provides tools and resources to support educators in educating Michigan's students by identifying:
  - Why are diverse classroom libraries important?
  - What should be included in various classroom libraries?
  - How can educators engage students in lifelong literacy learning through diverse classroom libraries?
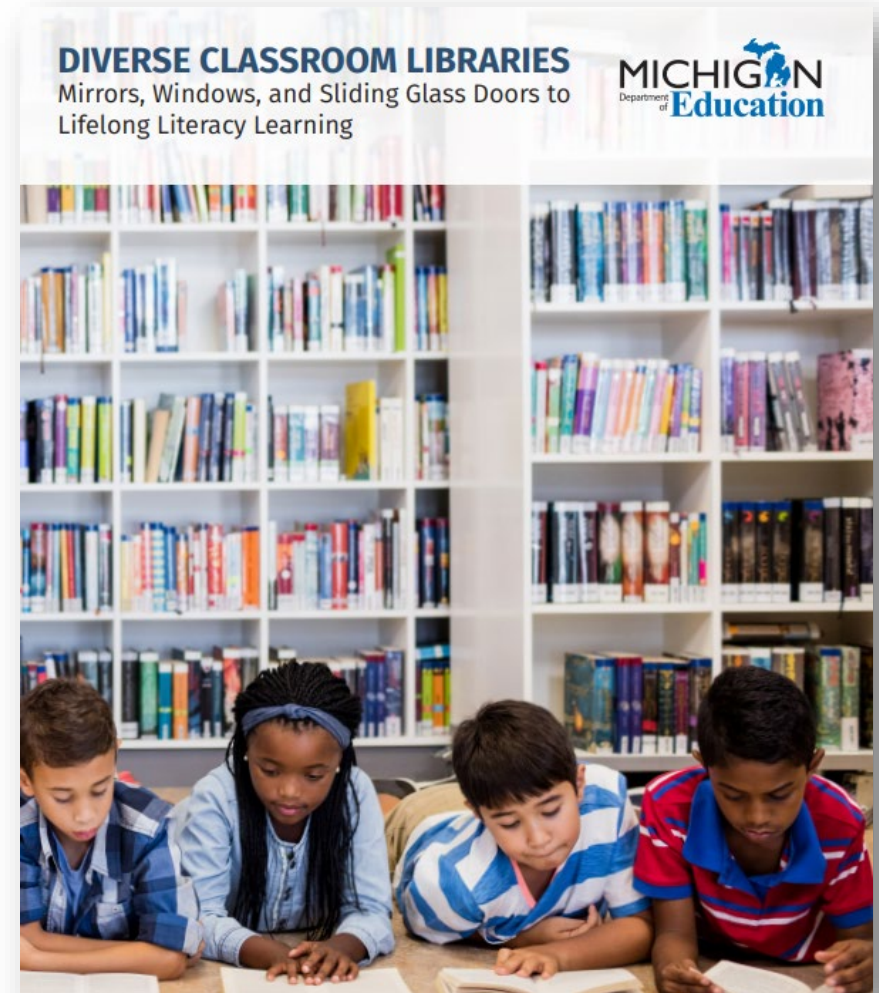
# Goal 2: District and Department Efforts

## Diversity in Literature

2020-2021
- Virtual Conference
  - Building Mirrors and Windows: Children Seeing Themselves and Others in the Literature that We Teach
    - February, Dr. Gholdy Muhammad

2021-2022
- Virtual Webinar Series
  - The Role of Diversity in the Literature that We Teach
    1. October, Nikki Giovanni
    2. January, Shonda Buchanan
    3. April, Derrick Slack

# Goal 2: District and Department Efforts

**Diversity in Literature Symposium: The How and Why of Literacy**
March 2023

- MDE hosted the **first annual** literacy symposium in collaboration with **Michigan's Multi-Tiered System of Supports Technical Assistance Center** (MiMTSS TA Center).
  - **600 conference attendees**
  - Keynote from Dr. Gholdy Muhammad
  - The **General Education Leadership Network** (GELN) and the **Michigan Association of Intermediate School Administrators** (MAISA) partnered to **exhibit a diverse classroom library on-site.**
  - Closed with reporter Emily Hanford sharing highlights and lessons learned from her Sold a Story podcast.

# Goal 2: District and Department Efforts

**Teaching Comprehensive History**

- MDE continued its **webinar series** in collaboration with institutions of **higher education, cultural centers**, and the **12 federally recognized tribes** of Michigan that form the **Confederation of Michigan Tribal Education Departments to assist educators with teaching and learning about comprehensive history through thematic instruction**.
- The 2022-2023 webinar series **helped educators learn more about historical movements, events, and people** that are part of the rich, diverse history of our country and world.
- **Over 970 webinar registrations** and the opportunity to earn state continuing education clock hours (SCECHs).

# Goal 2: District and Department Efforts

## Teaching Comprehensive History: Webinar Topics

- Remembering the Holocaust (April 2022)

- Maawndoonganan, Teaching "To and About First Peoples" (June 2022)

- Asian Americans and the United States (September 2022)

- Utilizing Public Resources for Teaching Comprehensive History (October 2022)

- Civil War Amendments Up to the Civil Rights Movement (January 2023)

- Civil Rights Movement: National and Michigan View (February 2023)

- Equal Rights Movement (March 2023)

- Disability Rights Movement (April/May 2023)

- Labor Rights Movement (May 2023)

- Social Studies Classroom Practice and Pedagogy (June 2023)
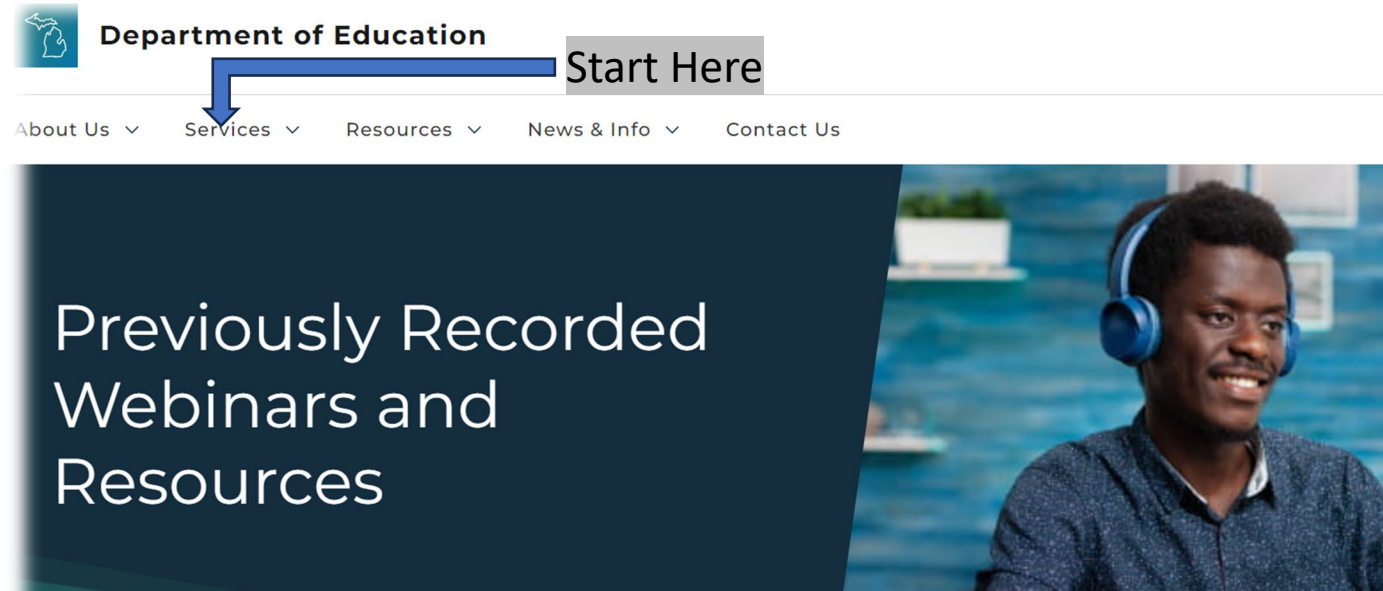
# Goal 2: Improve early literacy achievement Summary

Ongoing efforts to improve literacy have included the following:

1. LETRS/LETRS EC - **Over 6,000** Michigan educators have registered.

2. ISD **Literacy Coaches** have **nearly tripled**.

3. Federal **Comprehensive Literacy State Development Grant** (year 4 of 5)

4. Regional **Literacy Support Network Hubs** are in place.

5. **Diverse Classroom** Libraries have increased.

6. **Diversity in Literature** professional learning (virtual conference, webinars, and symposium)

7. **Teaching Comprehensive History** webinars
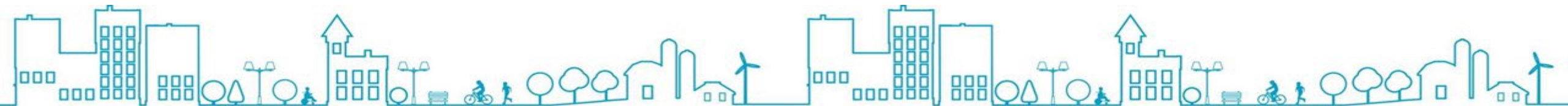
# Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. **Improve the health, safety, and wellness of all learners**
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

# Goal 3: Success Measures

School Breakfast Participation

Attendance

Mental Health Supports

Asthma and Lead

Self-Reported Student Health Questions

Overall Child Well-Being Score

# Average daily student participation in school breakfast programs



| 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22* | 22-23** |
|-------|-------|-------|-------|-------|-------|--------|---------|
| 384,535 | 383,949 | 380,551 | 383,884 | 398,464 | 363,181 | 443,043 | 379,110 |

**New data**

Source:  Michigan Department of Education (MDE) school breakfast claims for reimbursement
*Large increase due to all Michigan's students receiving free breakfast and lunch.
**Decrease associated with the end of the USDA waiver to continue universal meals last school year.

# Percent of students in attendance

| | 15-16 | 16-17 | 17-18* | 18-19 | 19-20 | 20-21** | 21-22 | 22-23 | 1-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|---|---|
| **Statewide Attendance Rate** | 94.4% | 94.1% | 92.9% | 93.1% | 93.1% | 92.1% | 88.8% | 90.5% | 1.7 p.p. |

**New data**

**Data Source:  MI School Data**

*Prior to school year 17-18, a student was counted as absent only if they missed a full day of school. Beginning with 2017-18, that rule was changed to count students as absent if they miss more than 50% of the school day.*

**Attendance reporting requirements were modified for schools with extended COVID-19 learning plans, which made SY 20-21 reported attendance rates unique in comparison to other school years.*

# Percent of students considered "NOT Chronically Absent" (i.e., in attendance for more than 90 percent of the instructional days)

| | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 1-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|---|---|
| **Percentage of Students NOT Chronically Absent*** | 85.3% | 84.4% | 80.1% | 80.3% | 79.6% | 80.1% | 61.5% | 69.2% | 7.7 p.p. |

**New data**

*Students who were enrolled in a district/school for at least 10 consecutive days are considered "chronically absent" if they missed 10 percent or more of the possible scheduled days.*

**A single absence can be the difference between a so-called chronically absent student and peers who are not considered chronically absent. Student A, enrolled for 180 days, attends 163 (90.5%) days and IS NOT considered chronically absent. Student B, enrolled for 180 days, attends 162 (90%) and IS considered chronically absent.**

# Number of students who received school mental health and support services

| | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|
| Unduplicated # of students that received direct services from a 31n(6) funded provider | 8,885 | 10,017 | 22,265 | 29,858 |

**New data**

# Percentage of children ages 0-17 years who were ever told by a doctor that they had asthma

| 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 6-year percentage point (p.p.) change |
|-------|-------|-------|-------|-------|-------|-------|----------------------------------------|
| 11.6% | 12.5% | 11.9% | 12.5% | 11.0% | 12.4% | 10.3% | -1.3 p.p. |

# Percentage of children ages 0-17 years who currently have asthma

| 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 6-year percentage point (p.p.) change |
|-------|-------|-------|-------|-------|-------|-------|----------------------------------------|
| 7.7% | 8.9% | 8.8% | 8.6% | 7.8% | 8.4% | 7.0% | -0.7 p.p. |

Source: Behavioral Risk Factor Survey (BRFS) administered by Michigan Department of Health and Human Services (MDHHS)

**21-22 data expected in December 2023**

# Percentage of children tested for lead

| 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 6-year percentage point (p.p.) change |
|-------|-------|-------|-------|-------|-------|-------|----------------------------------------|
| 22.8% | 21.8% | 20.7% | 20.9% | 14.2% | 14.1% | 15.8% | -7.0 p.p. |

# Percentage of children who had high lead levels

| 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 6-year percentage point (p.p.) change |
|-------|-------|-------|-------|-------|-------|-------|----------------------------------------|
| 7.2%  | 6.2%  | 5.9%  | 5.7%  | 5.1%  | 3.5%  | 3.7%  | -3.5 p.p. |

Source: Michigan Department of Health and Human Services (MDHHS)

**22-23 data expected in December 2023**

# Percentage of students who were physically active a total of at least 60 minutes/day five or more of the past 7 days

| 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 6-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|
| 46.0% | * | 45.6% | * | 44.7% | * | 44.2% | -1.8 p.p. |

# Percentage of students who used tobacco products and/or electronic vapor products during the past 30 days

| 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 4-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|
| N/A | * | 22.8% | * | 23.0% | * | 14.1% | -8.7p.p. |

Source:  Youth Risk Behavior Survey (YRBS) administered odd-numbered years; grades 9-12 only

*Survey administered every other year

**22-23 data anticipated in December 2024**

# Percentage of students who have been bullied on school property in the past 12 months

| | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 6-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|---|
| | 25.6% | * | 22.8% | * | 21.4% | * | 16.2% | -9.4 p.p. |

Source: Youth Risk Behavior Survey (YRBS) administered odd-numbered years; grades 9-12 only
*Survey administered every other year

**22-23 data anticipated in December 2024**

# Percentage of students who felt sad or hopeless almost every day for two weeks or more in a row during the past 12 months

| 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 6-year percentage point (p.p.) change |
|-------|-------|-------|-------|-------|-------|-------|---------------------------------------|
| 31.7% | * | 37.3% | * | 36.4% | * | 40.3% | 8.6 p.p. |

# Percentage of students who seriously considered attempting suicide during the past 12 months

| 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 6-year percentage point (p.p.) change |
|-------|-------|-------|-------|-------|-------|-------|---------------------------------------|
| 17.3% | * | 21.3% | * | 18.7% | * | 19.0% | 1.7 p.p. |

Source:  YRBS administered odd-numbered years; grades 9-12 only

*Survey administered every other year

**22-23 data anticipated in December 2024**

# Michigan's National Rank for Overall Child Well-Being



| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|---|
| Overall Child Well-Being National Rank | 33 | 31 | 32 | 33 | 32 | 32 | 28 | 32 | 32 |

Source: Annie E. Casey Foundation: https://datacenter.kidscount.org/publications

**New data**

Based on four factors:
- Economic Well-Being
- Education
- Health
- Family and Community

# FY24 State Budget
# To Improve Health, Safety, and Wellness

**$160 million** for Universal School Meals (sec. 30d)

**$2.5 million** for Student Meal Debt Forgiveness (sec. 31k)*

**$328 million** in per-pupil payments to school districts for mental health and safety needs (sec. 31aa)*

*Non-Recurring

# FY24 State Budget
## To Improve Health, Safety, and Wellness

**$50 million** for MI Healthy Schools Grant Program provides competitive grants to participating schools to lower energy costs and improve health outcomes at school facilities (e.g., indoor air quality improvements, energy enhancements, toxin remediation) (sec. 12a)*

**$45 million** for school-based health center facility upgrades (sec. 12b)*

**$33 million** in funding for school-based health centers (sec. 31a(7))

*Non-Recurring

# FY24 State Budget
# To Improve Health, Safety, and Wellness

**$28.9 million** increase (+36.7%) for school Mental Health and Support Grants (sec. 31n)

This includes:

- **$24.4 million** increase in existing mental health grants to ISDs for mental health professionals (sec. 31n(6))
  - Increases the initial payment to ISDs
  - Increases the per-pupil allocation

# FY24 State Budget
## To Improve Health, Safety, and Wellness

**$6 million** for districts and ISDs to purchase and implement tools to identify early behaviors that could require intervention to prevent abuse, self-harm, or violence in schools (sec. 97j)*

**$3 million** for grants to purchase firearm detection software (sec. 97i)*

*Non-Recurring

**$15 million** for the student mental health apprenticeship retention and training (SMART) internship grant program. This program is for students in graduate-level mental health professional programs (sec. 31ff)*

**$1 million** for a pilot program for districts to distribute feminine hygiene products, upon request, to eligible students (sec. 99g)*

*Non-Recurring

# State School Aid Funding
# for Children's Mental Health

| Fiscal Year | Recurring | Non-Recurring |
|-------------|-----------|---------------|
| FY18 | $0 | $0 |
| FY19 | $31.8m | $0 |
| FY20 | $31.8m | $0 |
| FY21 | $46.3m | $0 |
| FY22 | $54.4m | $125.4m |
| FY23 | $79.4m | $282.5m |
| FY24 | $112.8m | $343m |

# Goal 3: District and Department Efforts

**Mental health services are available!**

- Approved sections 31n, 31o, 31p, and 31aa of the State School Aid Act help:

  - ISDs and LEAs hire or contract for support staff for student mental health needs.

  - Improve youth access to evidence-based mental health services by training school mental health professionals in effective practices.

  - Purchase mental health services or products necessary to improve or maintain the mental health of students and staff.

| Provider Type* | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|
| Counselor | 863 | 982 | 1,069 | 1,195 |
| Nurse | 61 | 63 | 106 | 110 |
| Social Work | 2,421 | 2,559 | 2,817 | 3,004 |
| Psychologist | 1,033 | 1,051 | 1,052 | 1,059 |
| Other (i.e., Board Certified Behavior Analyst) | 0 | 11 | 21 | 33 |
| Total | 4,378 | 4,666 | 5,065 | 5,401 |

**1,000 more mental health providers are in schools!**

# Goal 3: District and Department Efforts

**Bhworks helps school-based providers!**

- Behavioral health software program from mdlogix (Medical Decision Logic, Inc.).

- Enables Michigan providers to work more effectively, follow evidence-based standards, and leverage best practices.

- 41 of 56 ISDs are using the platform.
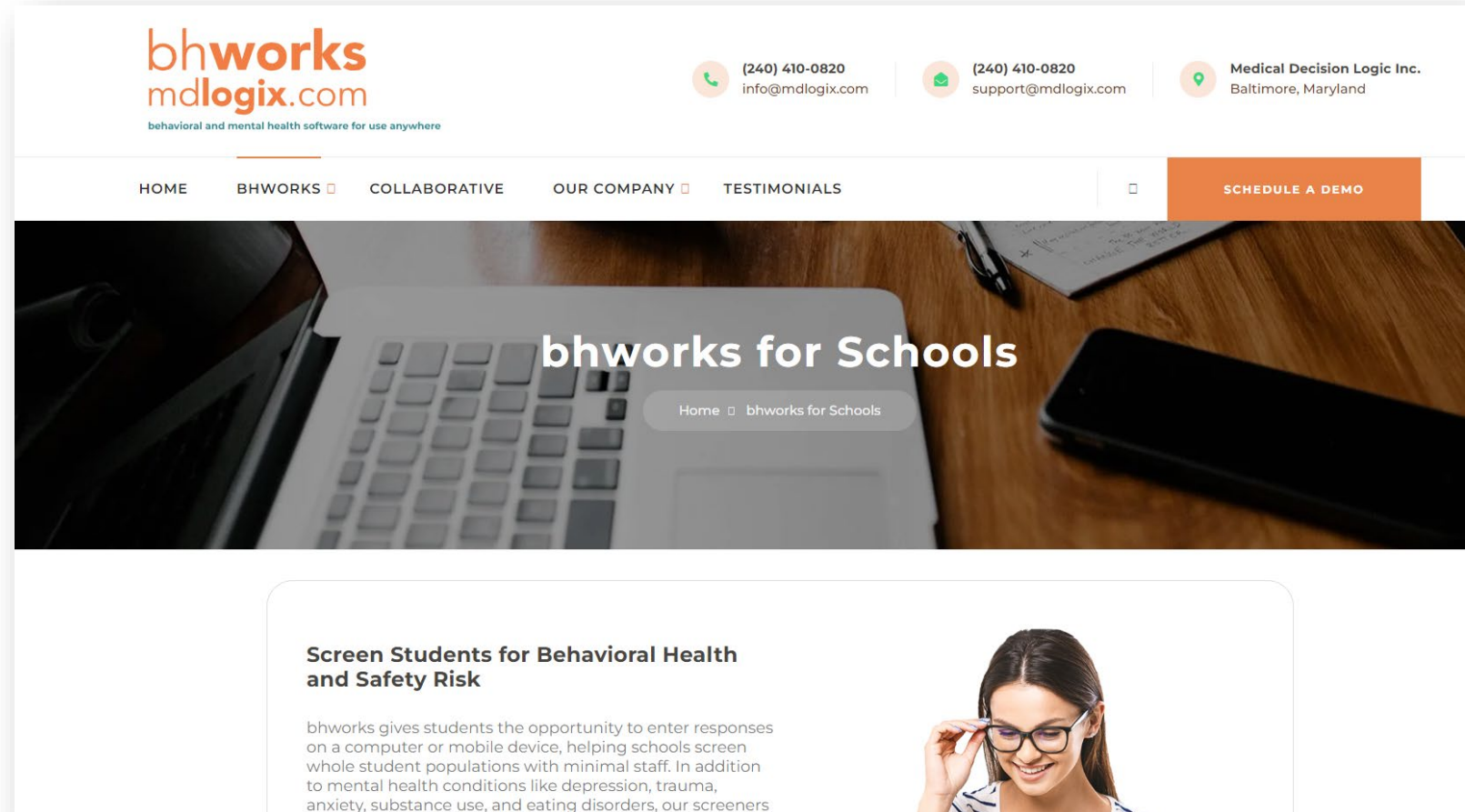
# Highlight: Hope Squad - a peer-to-peer suicide prevention program.

*"The Hope Squad has provided a safe environment. Even if I don't actively talk about it, it gives me a sense of calm knowing if I ever did need to talk to someone, I have the resources that the Hope Squad offers on my side."*—Gracie F., student

# Goal 3: Improve the health, safety, and wellness of all learners
# Summary

- Last year, we increased **student attendance** and students not "chronically absent," though school districts across the country continue to work on student attendance post-pandemic.

- Over the past three years, the **number of students** who **received mental health and support services has increased** significantly.

- **Funding** for mental health supports in the state school aid act from **$0 in FY18** to **$455.8 million in FY24**, as we work to build a comprehensive mental health system for our students.

- Schools have added more than **1000 additional mental health professionals** in the last three years.

- **100% district participation** in the Michigan School Meals provides a **free breakfast and lunch** to all PreK-12 public school students.
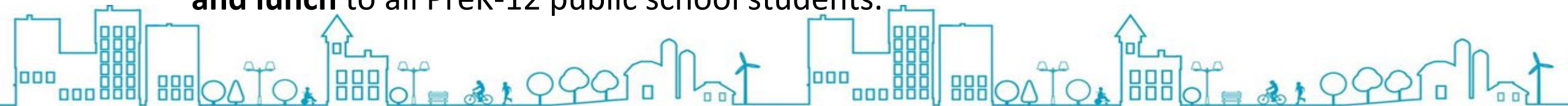
# Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. **Expand secondary learning opportunities for all students**
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

# Goal 4: Six Sets of Success Measures

| | | |
|---|---|---|
| Career and Technical Education | Advanced Placement | Early Middle College |
| Dual Enrollment | International Baccalaureate | Special Education Transition Services |

Career and Technical Education

Advanced Placement

Early Middle College

Dual Enrollment

International Baccalaureate

Special Education Transition Services

# Number and percent of students enrolled in CTE programs based on overall student population

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| Total CTE Students | **107,930** | 109,005 | 110,316 | 110,710 | **111,073** | **102,988** | 106,077 | **108,874** | 2,797 | 3% |
| Percent of all students | 22% | 23% | 23% | 23% | **24%** | **22%** | 23% | **24%** | | |
| Female | 45,332 | 45,330 | 45,815 | 46,390 | 46,469 | 43,015 | 44,457 | 46,639 | 2,182 | 5% |
| Male | 62,598 | 63,675 | 64,501 | 64,320 | 64,064 | 59,973 | 61,620 | 62,235 | 615 | 1% |

**New data**

# Number of students by ethnicity enrolled in CTE programs

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| Asian | 2,795 | 3,096 | 3,166 | 3,436 | 3,383 | 3,343 | 3,608 | 3,839 | 231 | 6% |
| Black or African American | 13,215 | 13,132 | 13,519 | 13,020 | 12,844 | 11,707 | 11,097 | 12,158 | 1,061 | 10% |
| Hispanic or Latino | 5,430 | 5,964 | 6,334 | 6,737 | 7,136 | 6,902 | 7,313 | 8,098 | 785 | 11% |
| Native American or Alaska Native | 789 | 790 | 721 | 752 | 868 | 735 | 794 | 769 | -25 | -3% |
| Native Hawaiian or Other Pacific Islander | 82 | 115 | 98 | 100 | 104 | 88 | 85 | 85 | 0 | 0 |
| Two or More Races | 2,544 | 2,691 | 2,935 | 3,157 | 3,281 | 3,278 | 3,627 | 3,981 | 354 | 10% |
| White | 83,075 | 83,217 | 83,543 | 83,508 | 83,457 | 76,935 | 79,553 | 80,029 | 476 | 1% |

**New data**

Data Source: Career and Technical Education Data System: https://www.cteis.com

# Number of students enrolled in CTE programs

Michigan's **TOP 10** Strategic Education Plan

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| Students with Disabilities | 11,930 | 11,959 | 12,301 | 12,294 | **12,118** | 11,157 | 11,308 | **11,475** | 167 | 1% |
| Economically Disadvantaged | 39,570 | 40,031 | 45,745 | 45,438 | **47,057** | 41,217 | 41,382 | **45,787** | 4,405 | 11% |
| English Learners | 2,908 | 3,375 | 3,786 | 4,454 | **4,670** | 4,323 | 4,514 | **4,978** | 464 | 10% |

**New data**

# Number of CTE completers based on students enrolled in CTE programs

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 7-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| CTE Completers | **35,557** | 42,604 | 45,504 | 47,314 | **50,416** | **44,226** | 44,609 | **48,334** | 12,777 | 36% |
| Total CTE Students | **107,930** | 109,005 | 110,316 | 110,710 | **111,073** | **102,988** | 106,077 | **108,874** | 944 | 1% |
| Female | 16,452 | 19,229 | 20,664 | 21,280 | 22,532 | 19,965 | 19,746 | 21,804 | 5,352 | 33% |
| Male | 19,105 | 23,375 | 24,840 | 26,035 | 27,884 | 24,261 | 24,863 | 26,530 | 7,425 | 39% |

**New data**

**Data Source: Career and Technical Education Data System: https://www.cteis.com**

# Number of CTE completers by ethnicity

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 7-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| Asian | 959 | 1,147 | 1,227 | 1,460 | 1,507 | 1,448 | 1,551 | 1,637 | 678 | 71% |
| Black or African American | 3,653 | 4,090 | 4,780 | 4,774 | 4,674 | 4,008 | 3,799 | 4,466 | 813 | 22% |
| Hispanic or Latino | 1,730 | 2,221 | 2,512 | 2,749 | 3,075 | 2,742 | 2,780 | 3,399 | 1,669 | 96% |
| Native American or Alaska Native | 279 | 331 | 296 | 295 | 355 | 302 | 294 | 307 | 28 | 10% |
| Native Hawaiian or Other Pacific Islander | 26 | 48 | 44 | 41 | 61 | 40 | 31 | 29 | 3 | 12% |
| Two or More Races | 810 | 985 | 1,123 | 1,221 | 1,371 | 1,272 | 1,434 | 1,594 | 784 | 97% |
| White | 28,100 | 33,782 | 35,522 | 36,775 | 39,373 | 34,414 | 34,720 | 36,902 | 8,802 | 31% |

**New data**

**Data Source: Career and Technical Education Data System: https://www.cteis.com**

# Number of CTE completers

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 7-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| Students with Disabilities | 3,207 | 3,625 | 4,086 | 4,151 | 4,351 | 3,591 | 3,644 | 3,930 | 723 | 23% |
| Economically Disadvantaged | 11,687 | 13,513 | 16,882 | 17,409 | 19,185 | 15,156 | 14,643 | 17,491 | 5,804 | 50% |
| English Learners | 760 | 1,001 | 1,176 | 1,638 | 1,815 | 1,501 | 1,483 | 1,731 | 971 | 128% |

**Data Source: Career and Technical Education Data System: https://www.cteis.com**

**New data**

# Student Highlights: Career and Technical Education (CTE)
## DICKINSON-IRON INTERMEDIATE SCHOOL DISTRICT



*"My CTE instructor pushed me to be more productive and successful at what I was doing. Her guidance and patience have given me the **tools and skills to choose a career path as an electrician**. She helped me apply to a local business, and without her help I would have never thought it possible to **work for such a great company**."* - Angelo
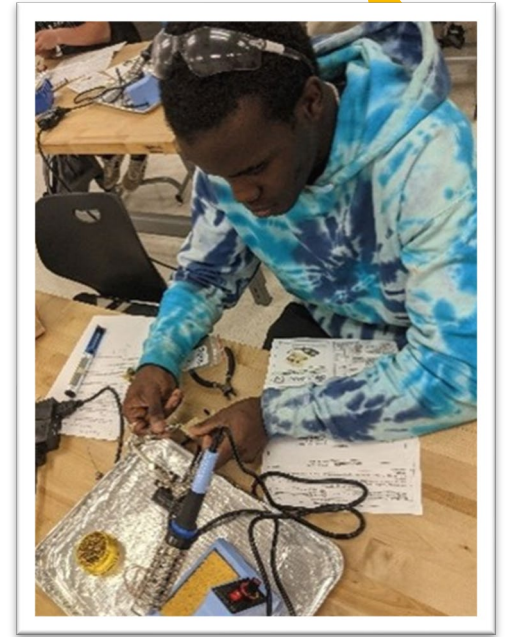


*"My Mechatronics class taught me to see many more **options in the workforce** which led me to change the career path I thought I wanted."* - Gavin

**Gavin and Angelo earned industry-recognized credentials and college credits!**

# Number of students enrolled in Advanced Placement (AP) compared to the total population

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|
| AP Students | 80,691 | 79,546 | 78,086 | 74,699 | 69,731 | 71,979 | 2,248 | 3.2% |
| Percent of all students | 17% | 17% | 17% | 16% | 15% | 15% | | |
| Female | 45,423 | 45,136 | 44,507 | 42,410 | 39,640 | 40,527 | 887 | 2.2% |
| Male | 35,268 | 34,410 | 33,579 | 32,289 | 30,091 | 31,452 | 1,361 | 4.5% |

**New data**

# Number of students enrolled in AP

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|
| Asian | 6,100 | 6,236 | 6,451 | 6,409 | 6,139 | 6,475 | 336 | 5.5% |
| Black or African American | 6,316 | 6,403 | 6,208 | 5,953 | 5,496 | 6,058 | 562 | 10.2% |
| Hispanic or Latino | 4,098 | 4,298 | 4,454 | 4,499 | 4,396 | 4,823 | 427 | 9.7% |
| Native American or Alaska Native | 213 | 272 | 235 | 240 | 216 | 230 | 14 | 6.5% |
| Native Hawaiian or Other Pacific Islander | 102 | 81 | 75 | 76 | 67 | 65 | -2 | -3.0% |
| Two or More Races | 2,101 | 2,286 | 2,440 | 2,459 | 2,494 | 2,584 | 90 | 3.6% |
| White | 61,761 | 59,970 | 58,223 | 55,063 | 50,923 | 51,744 | 821 | 1.6% |

**New data**

# Number of students enrolled in AP

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|
| Economically Disadvantaged | 18,984 | 19,280 | 19,202 | 17,848 | 16,045 | 18,454 | 2,409 | 15.0% |
| Not Economically Disadvantaged | 61,707 | 60,266 | 58,884 | 56,851 | 53,689 | 53,525 | -164 | -0.3% |

**New data**

# Number of students taking one or more AP exams and number of AP exams taken

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percent Change |
|---|---|---|---|---|---|---|---|---|
| Number of students taking one or more AP exams | 59,284 | 58,572 | 55,644 | 51,064 | 52,247 | 56,885 | 4,638 | 8.9% |
| Number of AP exams taken | 98,409 | 98,356 | 92,983 | 85,861 | 87,733 | 97,589 | 9,856 | 11.2% |

Data Source: College Board

**New data**

# Number of students by ethnicity taking one or more AP exam

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|
| Asian | 5,225 | 5,359 | 5,613 | 5,427 | 5,459 | 5,992 | 533 | 9.8% |
| Black or African American | 3,176 | 3,113 | 2,620 | 2,365 | 2,778 | 3,554 | 776 | 27.9% |
| Hispanic or Latino | 3,668 | 3,886 | 3,204 | 2,997 | 3,457 | 4,080 | 623 | 18.0% |
| Native American or Alaska Native | 143 | 147 | 125 | 242 | 281 | 207 | -74 | -26.3% |
| Native Hawaiian or Other Pacific Islander | 25 | 27 | 32 | 31 | 34 | 43 | 9 | 26.5% |
| Two or More Races | 2,470 | 2,381 | 1,157 | 1,310 | 1,428 | 1,466 | 38 | 2.7% |
| White | 43,713 | 42,905 | 41,580 | 37,618 | 37,735 | 40,352 | 2,617 | 6.9% |

**Data Source: College Board**

**New data**

# Performance: Number of AP exams with scores 3, 4, or 5 and number of students with scores of 3, 4, or 5

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percent Change |
|---|---|---|---|---|---|---|---|---|
| Number of students with scores 3, 4, or 5 | 38,062 | 37,789 | 38,242 | 30,840 | 34,114 | 37,298 | 3,184 | 9.3% |
| Number of exams with scores 3, 4, or 5 | 62,922 | 63,057 | 61,591 | 51,074 | 56,394 | 63,725 | 7,331 | 13.0% |

**Data Source: College Board**

**New data**

# Performance by ethnicity - students with scores of 3, 4, or 5

| Student Group | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 1-year difference | Percentage change |
|---|---|---|---|---|---|---|---|---|
| Asian | 4,035 | 4,179 | 4,605 | 4,040 | 4,313 | 4,773 | 460 | 10.7% |
| Black or African American | 990 | 996 | 1,079 | 631 | 851 | 1,176 | 325 | 38.2% |
| Hispanic or Latino | 1,991 | 2,121 | 1,945 | 1,493 | 1,858 | 2,248 | 390 | 21.0% |
| Native American or Alaska Native | 61 | 71 | 69 | 123 | 162 | 103 | -59 | -36.4% |
| Native Hawaiian or Other Pacific Islander | 16 | 16 | 19 | 18 | 17 | 28 | 11 | 64.7% |
| Two or More Races | 1,574 | 1,552 | 828 | 859 | 975 | 1,031 | 56 | 5.7% |
| White | 28,896 | 28,454 | 28,797 | 23,026 | 25,227 | 27,154 | 1927 | 7.6% |

**Data Source: College Board**

**New data**

# Student Highlights: Advanced Placement

"I decided to take an AP class because I believed I had the required work ethic and organization skills. Additionally, I enjoy learning about American history and the origins of how life operates today. I full-heartedly believe that APUSH will help prepare me for the future, as it helps me build good studying habits and goes more in-depth into the complex social structures of America and the origins of my ancestors, as well as other people's ancestors." – Olivia (Plymouth High School)

"While I have always planned to take AP courses in High School, it was only in the subject areas I was familiar with, like English and Social Studies. My teachers urged me to branch out. I found myself taking AP Biology and AP Environmental Science and striving. It is with no doubt that I can say that AP courses have prepared me for the rigor and critical thinking that college courses offer."
– Thomas (Dearborn High School)

"Advanced Placement courses have been important in my high school success. They have pushed me out of my comfort zone with more advanced classes, challenged me with more self study, and made me better at managing my time. The AP courses and exams have given me a sense of readiness for college and confidence that I will be able to do well in my college classes." – Carys (Bay City Western High School)

# Additional Success Measures

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 7-year difference | Percent change |
|---|---|---|---|---|---|---|---|---|---|---|
| Dual Enrollment | **28,568** | 27,916 | 28,711 | 30,155 | **31,789** | 30,134 | 29,528 | **31,106** | 2,538 | 9% |
| Early Middle College | **8,312** | 10,241 | 12,182 | 13,065 | **14,333** | 15,308 | 15,013 | **15,076** | 6,764 | 81% |
| International Baccalaureate | **10,011** | 11,275 | 13,691 | 12,822 | **11,902** | 11,668 | 11,474 | **11,421** | 1,410 | 14% |

New data

# Students participating in secondary school programs (duplicated count)

| Student Group | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|---|
| Career and Technical Education | 107,930 | 109,005 | 110,316 | 110,710 | 111,073 | 102,988 | 106,077 | 108,874 |
| Advanced Placement | 71,625 | 77,776 | 80,691 | 79,546 | 78,086 | 74,699 | 69,731 | 71,979 |
| Early Middle College | 8,312 | 10,241 | 12,182 | 13,065 | 14,333 | 15,308 | 15,013 | 15,076 |
| Dual Enrollment | 28,568 | 27,916 | 28,711 | 30,155 | 31,789 | 30,134 | 29,528 | 31,106 |
| International Baccalaureate | 10,011 | 11,275 | 13,691 | 12,822 | 11,902 | 11,668 | 11,474 | 11,421 |
| Total | **226,446** | 236,213 | 245,591 | 246,298 | **247,183** | 234,797 | 231,823 | **238,456** |
| Total number of high school students | 490,590 | 495,477 | 479,634 | 481,347 | 462,804 | 468,127 | 461,204 | 453,641 |
| Average program participation per student | 0.46 | 0.48 | 0.51 | 0.51 | 0.53 | 0.50 | 0.50 | 0.53 |

Career and Technical Education

Advanced Placement

Early Middle College

Dual Enrollment

International Baccalaureate

Special Education Transition Services

# Special Education Transition Services

**Success Measures**

- Percent of youth ages 16+ with an IEP meeting the standards (100% compliance)

| 2015 | 2019 | 2020 | 2021 |
|------|------|------|------|
| **78.3%** | 92.9% | 90.7% | **93.7%** |

- Percent of youth who are no longer in secondary school, had individualized educational programs (IEPs) in effect at the time they left school, and, within one year of leaving high school, were: Enrolled in higher education, **or** competitively employed, **or** Enrolled in postsecondary education/training program.

This Photo by Unknown Author is licensed under CC BY-NC

|  | 2015 | 2019 | 2020 | 2021 |
|------|------|------|------|------|
| State-determined standard | 72.5% | 75.3% | **75.2%** | **75.2%** |
| Percentage of students meeting the standard | **76.8%** | **78.1%** | **74.8%** | **77.0%** |

# Goal 4: District and Department Efforts

**Career and Technical Education (CTE)**

- Administration of the **Career Pathways Grant (CPG) Program**. This opportunity funds secondary/postsecondary partnerships to develop seamless programs of study aligned to local labor market needs and student interests that culminate in postsecondary-recognized credentials.

- Work with the University of Michigan Youth Policy Lab to **identify career and technical program deserts** across the state.

- Development of a **CTE workgroup** in partnership with the legislature.

# Goal 4: District and Department Efforts

**AP Potential Tool**

- MDE sent letters to parents/guardians indicating that their student would be a good candidate for AP classes.
  - Over 40,000 letters sent last year
  - **Nearly 90,000 letters sent this year**
- One of only two states whose state education agency uses the tool to send letters to indicate the likelihood of student success in AP given PSAT scores.
- Partnership with College Board.

# Goal 4: Expand secondary learning opportunities for all students
## Summary

1. **Increases in student participation** in career and technical education, Advanced Placement, dual enrollment, and early middle college.

2. **24%** of Michigan high school students are **enrolled in CTE**, with increased study and recommendation of funding to **address CTE deserts** in the state.

3. The parents of approximately **90,000 students have received a letter** this fall to encourage students to take AP courses or other similarly rigorous courses.

4. **Increase** in the number of youth (ages 16+) **IEPs** that are **meeting** all 10 items on the **federal standards checklist**.
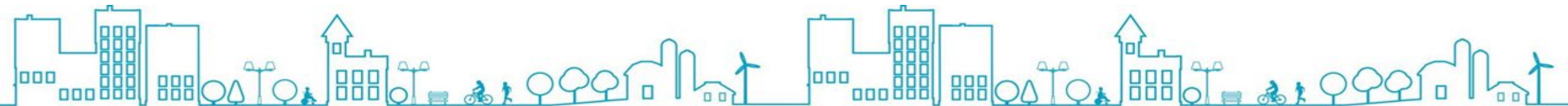
# Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. **Increase the percentage of all students who graduate from high school**
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

# Goal 5: Success Measure

Graduation Rates

# Rising 4-, 5-, and 6-Year Graduation Rates Over the Last Decade



**4-Year**
- 2022: 81.0%
- 2012: 76.2%
- **4.8 percentage point (p.p.) change**

**5-Year**
- 2022: 83.9%
- 2012: 78.6%
- **5.3 percentage point (p.p.) change**

**6-Year**
- 2022: 85.2%
- 2012: 80.3%
- **4.9 percentage point (p.p.) change**

70.0%  72.0%  74.0%  76.0%  78.0%  80.0%  82.0%  84.0%  86.0%

■ 2022  ■ 2012
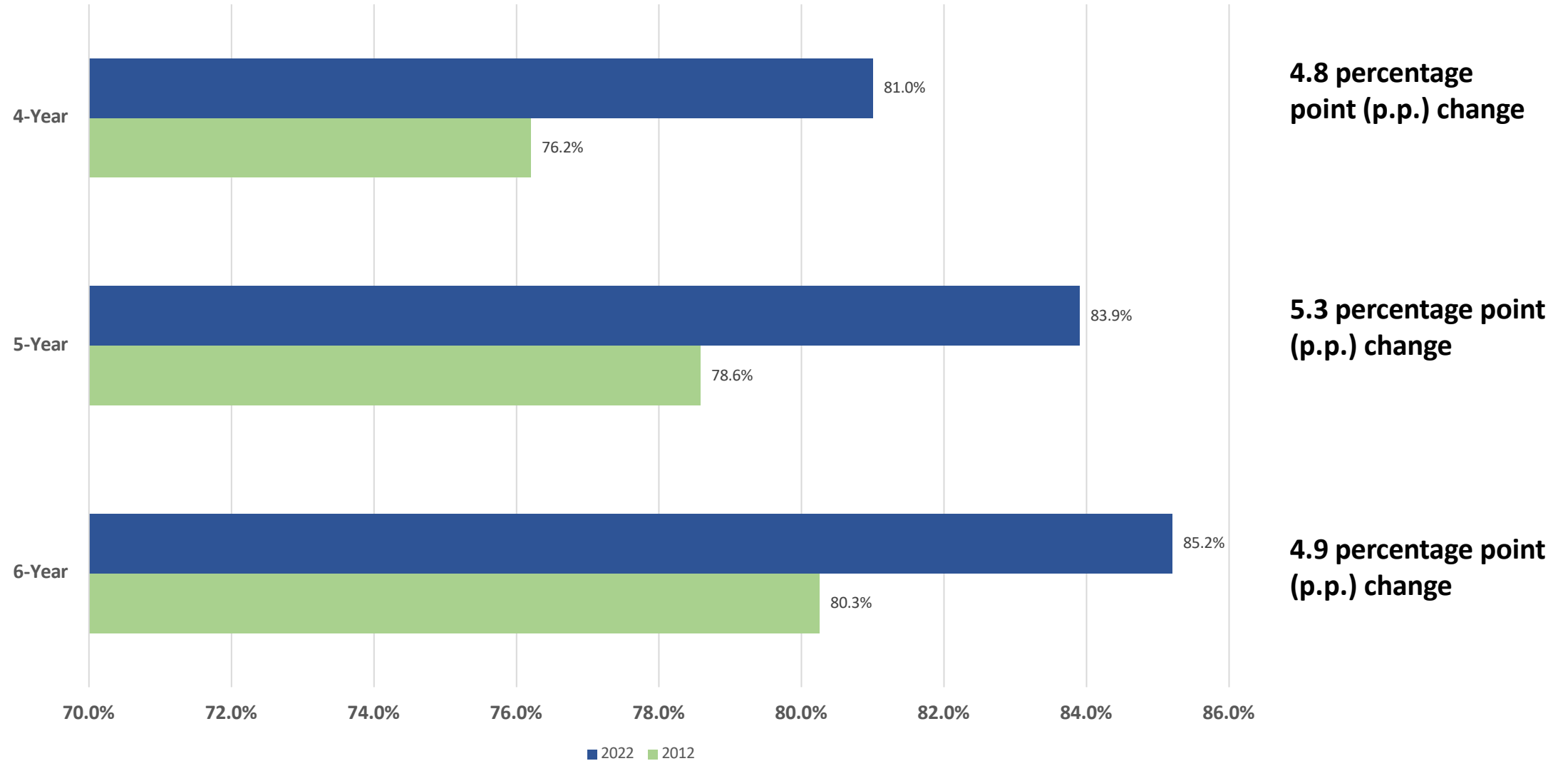
# Rising 4-, 5-, and 6-Year Graduation Rates <u>Over the Last Five Years</u>



**4-year**
- 81.0% (2022)
- 80.6% (2017)

**0.4 percentage point (p.p.) change**

**5-year**
- 83.9% (2022)
- 83.2% (2017)

**0.7 percentage point (p.p.) change**

**6-year**
- 85.2% (2022)
- 83.5% (2017)

**1.7 percentage point (p.p.) change**

■ 2022  ■ 2017
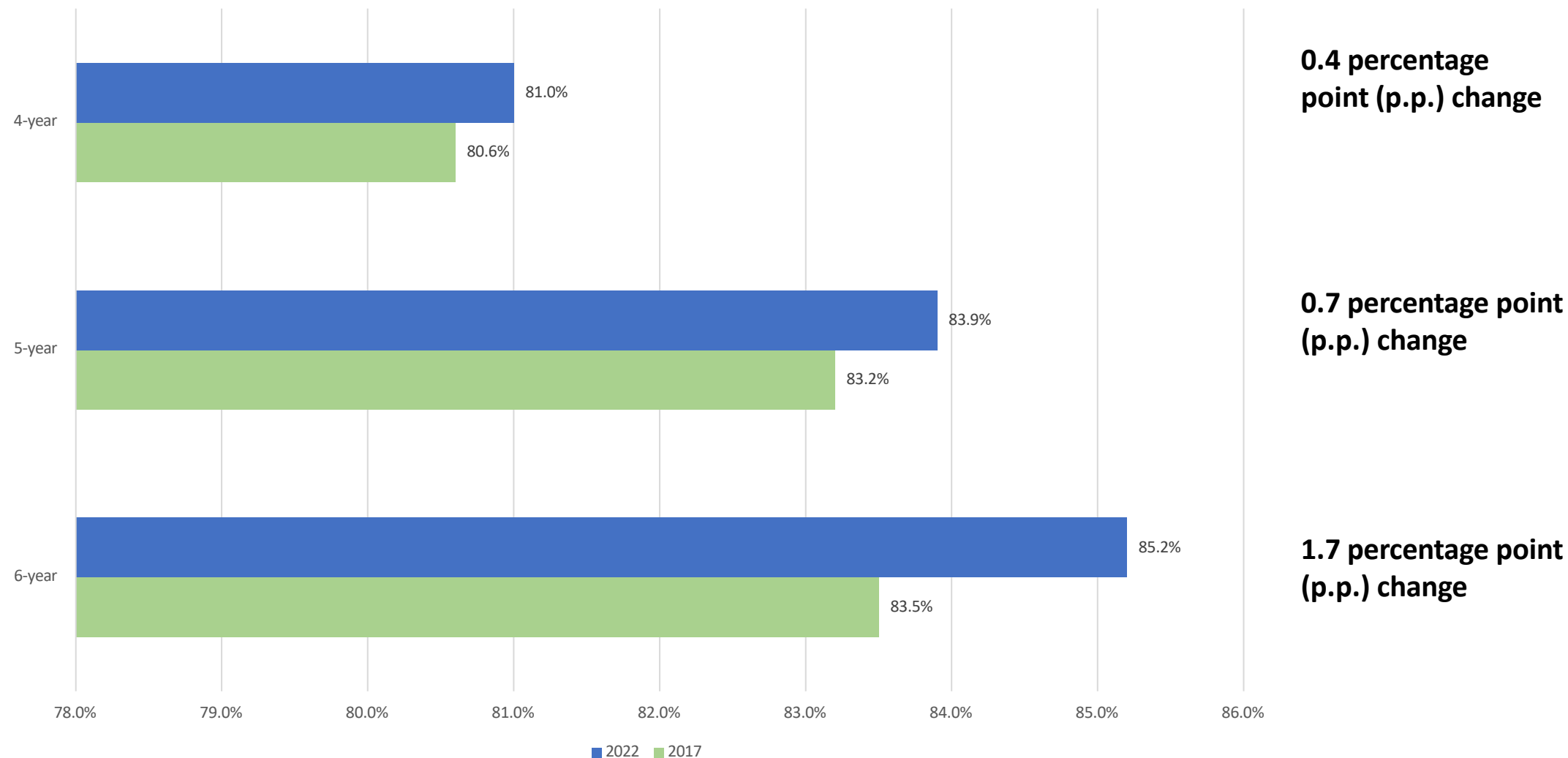
# Rising 4-, 5-, and 6-Year Graduation Rates <u>Over the Last Year</u>
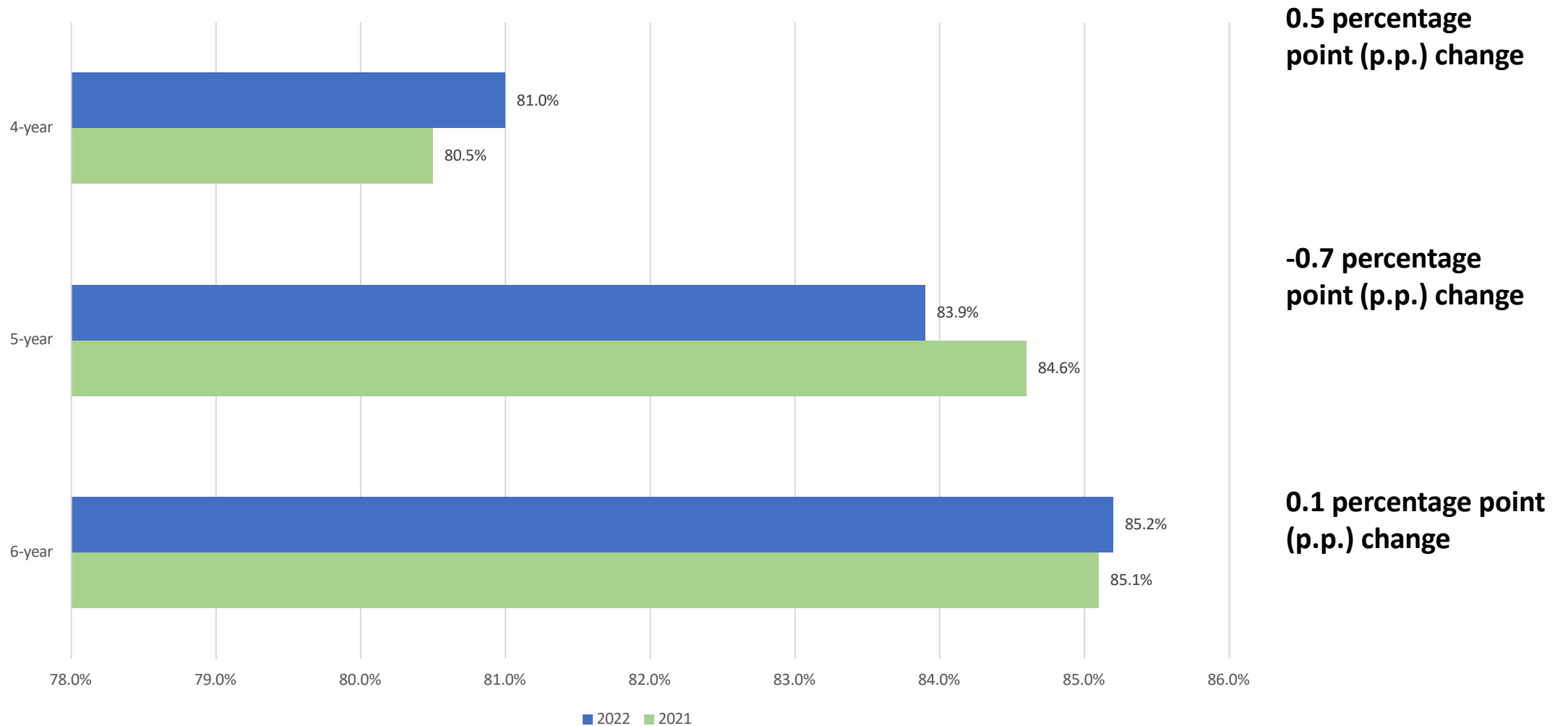
# Rising Graduation Rates
# Over the Last Decade by Ethnicity
# Asian

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|
| 4-year | 87.4% | 93.4% | 92.7% | 92.3% | -0.4 p.p. | 4.9 p.p. |
| 5-year | 90.4% | 93.5% | >95% | 94.8% | -0.2 p.p. | 4.4 p.p. |
| 6-year | 91.2% | 93.7% | 93.9% | >95% | 1.1 p.p. | 3.8 p.p. |

Data Source: MI School Data

# Rising Graduation Rates
# Over the Last Decade by Ethnicity
# Black/African American

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|
| 4-year | 59.9% | 70.4% | 67.6% | 70.1% | 2.5 p.p. | 10.2 p.p. |
| 5-year | 62.9% | 74.1% | 73.6% | 72.3% | -1.3 p.p. | 9.4 p.p. |
| 6-year | 64.2% | 74.4% | 75.0% | 74.5% | -0.5 p.p. | 10.3 p.p. |

Data Source:  MI School Data

# Rising Graduation Rates
# Over the Last Decade by Ethnicity
# Hispanic or Latino

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|--------|------|------|------|------|------|------|
| 4-year | 64.3% | 75.5% | 74.7% | 74.3% | -0.4 p.p. | 10.0 p.p. |
| 5-year | 67.8% | 80.1% | 78.4% | 79.2% | 0.8 p.p. | 11.4 p.p. |
| 6-year | 69.6% | 78.8% | 80.9% | 79.2% | -1.7 p.p. | 9.6 p.p. |

Data Source: MI School Data

# Rising Graduation Rates
# Over the Last Decade by Ethnicity
# Native American or Alaska Native

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|--------|------|------|------|------|---------------------------------------|----------------------------------------|
| 4-year | 66.4% | 74.2% | 70.1% | 71.4% | 1.3 p.p. | 5.0 p.p. |
| 5-year | 67.3% | 74.8% | 77.5% | 73.4% | -4.1 p.p. | 6.1 p.p. |
| 6-year | 70.0% | 75.2% | 75.5% | 79.1% | 3.6 p.p. | 9.1 p.p. |

Data Source:  MI School Data

# Rising Graduation Rates
## Over the Last Decade by Ethnicity
## Native Hawaiian or Other Pacific Islander

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|
| 4-year | 73.2% | 77.6% | 77.1% | 75.8% | -1.3 p.p. | 2.6 p.p. |
| 5-year | 61.3% | 79.5% | 79.3% | 84.3% | 5.0 p.p. | 23.0 p.p. |
| 6-year | 71.5% | 89.5% | 79.0% | 80.9% | 1.9 p.p. | 9.4 p.p. |

Data Source:  MI School Data

# Rising Graduation Rates
# Over the Last Decade by Ethnicity
# Two or More Races

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|
| 4-year | 73.5% | 76.8% | 74.4% | 74.6% | 0.2 p.p. | 1.1 p.p. |
| 5-year | 75.3% | 79.7% | 80.4% | 78.2% | -2.2 p.p. | 2.9 p.p. |
| 6-year | 74.1% | 79.7% | 80.9% | 81.3% | 0.4 p.p. | 7.2 p.p. |

Data Source: MI School Data

# Rising Graduation Rates
# Over the Last Decade by Ethnicity
# White

| Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|--------|------|------|------|------|---------------------------------------|----------------------------------------|
| 4-year | 81.5% | 85.4% | 84.1% | 84.4% | 0.3 p.p. | 2.9 p.p. |
| 5-year | 83.8% | 87.4% | 87.7% | 87.1% | -0.6 p.p. | 3.3 p.p. |
| 6-year | 85.7% | 87.5% | 88.0% | 88.3% | 0.3 p.p. | 2.6 p.p. |

Data Source:  MI School Data

# 4-, 5-, and 6-Year Graduation Rates by Gender

| Student Group | Cohort | 2012 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change | 10-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|
| Female | 4-Year | 80.8% | 85.6% | 84.3% | 84.2% | -0.1 p.p. | 3.4 p.p. |
| Female | 5-Year | 82.8% | 87.6% | 87.9% | 87.4% | -0.5 p.p. | 4.6 p.p. |
| Female | 6-Year | 84.1% | 87.7% | 88.3% | 88.5% | 0.2 p.p. | 4.4 p.p. |
| Male | 4-Year | 72.0% | 78.7% | 76.8% | 78.0% | 1.2 p.p. | 6.0 p.p. |
| Male | 5-Year | 74.5% | 81.4% | 81.4% | 80.5% | -0.9 p.p. | 6.0 p.p. |
| Male | 6-Year | 76.6% | 81.4% | 82.1% | 82.1% | 0.0 p.p. | 5.5 p.p. |

Data Source: MI School Data

# 4-, 5-, and 6-Year
# Graduation Rates by English Learners

| Student Group | Cohort | 2018 | 2019 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|
| English Learner | 4-Year | 71.2% | 73.2% | 73.7% | 72.4% | 72.5% | 0.1 p.p. |
| English Learner | 5-Year | 75.7% | 77.8% | 79.0% | 77.8% | 78.2% | 0.4 p.p. |
| English Learner | 6-Year | 80.6% | 77.4% | 79.1% | 79.8% | 79.0% | -0.8 p.p. |
| Not English Learner | 4-Year | 81.0% | 81.8% | 82.5% | 80.9% | 81.5% | 0.6 p.p. |
| Not English Learner | 5-Year | 83.5% | 84.0% | 84.7% | 85.0% | 84.1% | -0.9 p.p. |
| Not English Learner | 6-Year | 83.5% | 84.2% | 84.7% | 85.3% | 85.6% | 0.3 p.p. |

Data Source:  MI School Data

# 4-, 5-, and 6-Year
# Graduation Rates by Economically Disadvantaged

| Student Group | Cohort | 2018 | 2019 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|
| Economically Disadvantaged | 4-Year | 70.0% | 70.8% | 71.7% | 68.8% | 69.6% | 0.8 p.p. |
| Economically Disadvantaged | 5-Year | 71.7% | 74.6% | 75.1% | 75.5% | 73.7% | -1.8 p.p. |
| Economically Disadvantaged | 6-Year | 73.0% | 73.2% | 75.7% | 76.3% | 76.6% | 0.3 p.p. |
| Not Economically Disadvantaged | 4-Year | 89.7% | 90.5% | 91.4% | 90.4% | 90.8% | 0.4 p.p. |
| Not Economically Disadvantaged | 5-Year | 91.3% | 91.5% | 92.4% | 92.6% | 92.5% | -0.1 p.p. |
| Not Economically Disadvantaged | 6-Year | 90.6% | 91.4% | 91.8% | 92.5% | 92.8% | 0.3 p.p. |

Data Source: MI School Data

# 4-, 5-, and 6-Year Graduation Rates by Students with Disabilities

| Student Group | Cohort | 2018 | 2019 | 2020 | 2021 | 2022 | 1-year percentage point (p.p.) change |
|---|---|---|---|---|---|---|---|
| Students with Disabilities | 4-Year | 57.5% | 57.8% | 59.3% | 57.0% | 58.1% | 1.1 p.p. |
| Students with Disabilities | 5-Year | 62.7% | 63.0% | 63.7% | 63.7% | 62.5% | -1.2 p.p. |
| Students with Disabilities | 6-Year | 63.5% | 64.3% | 64.6% | 65.0% | 65.0% | 0.0 p.p. |
| Students without Disabilities | 4-Year | 83.7% | 84.5% | 85.1% | 83.6% | 84.1% | 0.5 p.p. |
| Students without Disabilities | 5-Year | 85.8% | 86.4% | 87.1% | 87.3% | 86.6% | -0.7 p.p. |
| Students without Disabilities | 6-Year | 85.9% | 86.4% | 87.0% | 87.6% | 87.8% | 0.2 p.p. |

Data Source: MI School Data

# Goal 5: District and Department Efforts



**Career and Technical Education (CTE)**

- May **boost** high school graduation rates.

- Makes school more **relevant** for some students.

- Helps students **explore** their passions.

- **Prepares** students for well-paying jobs.
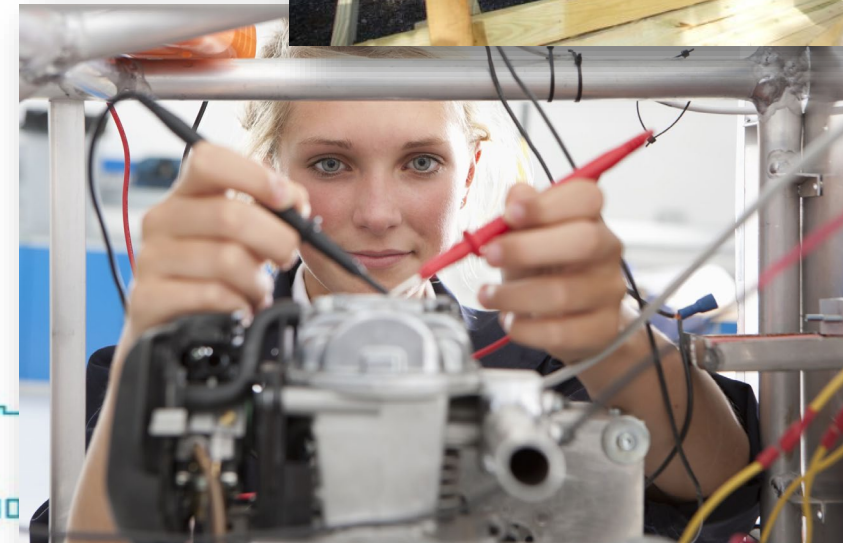
# Goal 5: District and Department Efforts

**Personal Curriculum (PC)**

- Students may **modify** the **Michigan Merit Curriculum** (MMC) credit requirements **to individualize** the rigor and relevance of the state graduation requirements.

- Students with an individualized education program **(IEP)** in **grades 9-12 are eligible** for a personal curriculum, as are students **without IEPs**.

- In 2022-2023, **54% of PC modifications included enrichment opportunities**, meaning more math, English Language Arts, science, or CTE in their schedules, and **25% of PC modifications were used by students with disabilities** to align their MMC coursework with their transition plan goals.

| School Year | Number of Students using a Personal Curriculum |
|---|---|
| 16-17 | 8,355 |
| 17-18 | 9,656 |
| 18-19 | 10,627 |
| 19-20 | 10,311 |
| 20-21 | 10,303 |
| 21-22 | 11,869 |
| 22-23 | 12,840 |

# Goal 5: District and Department Efforts

## MDE Graduation Rate Guidance

- **Resource** to encourage and support intermediate school districts (ISDs) and local education agencies (LEAs), both traditional public school districts and public school academies (PSAs), **in identifying efforts to assist high school students in graduation success**.



MICHIGAN DEPARTMENT OF EDUCATION
**Graduation Rate Guidance**

November 2022
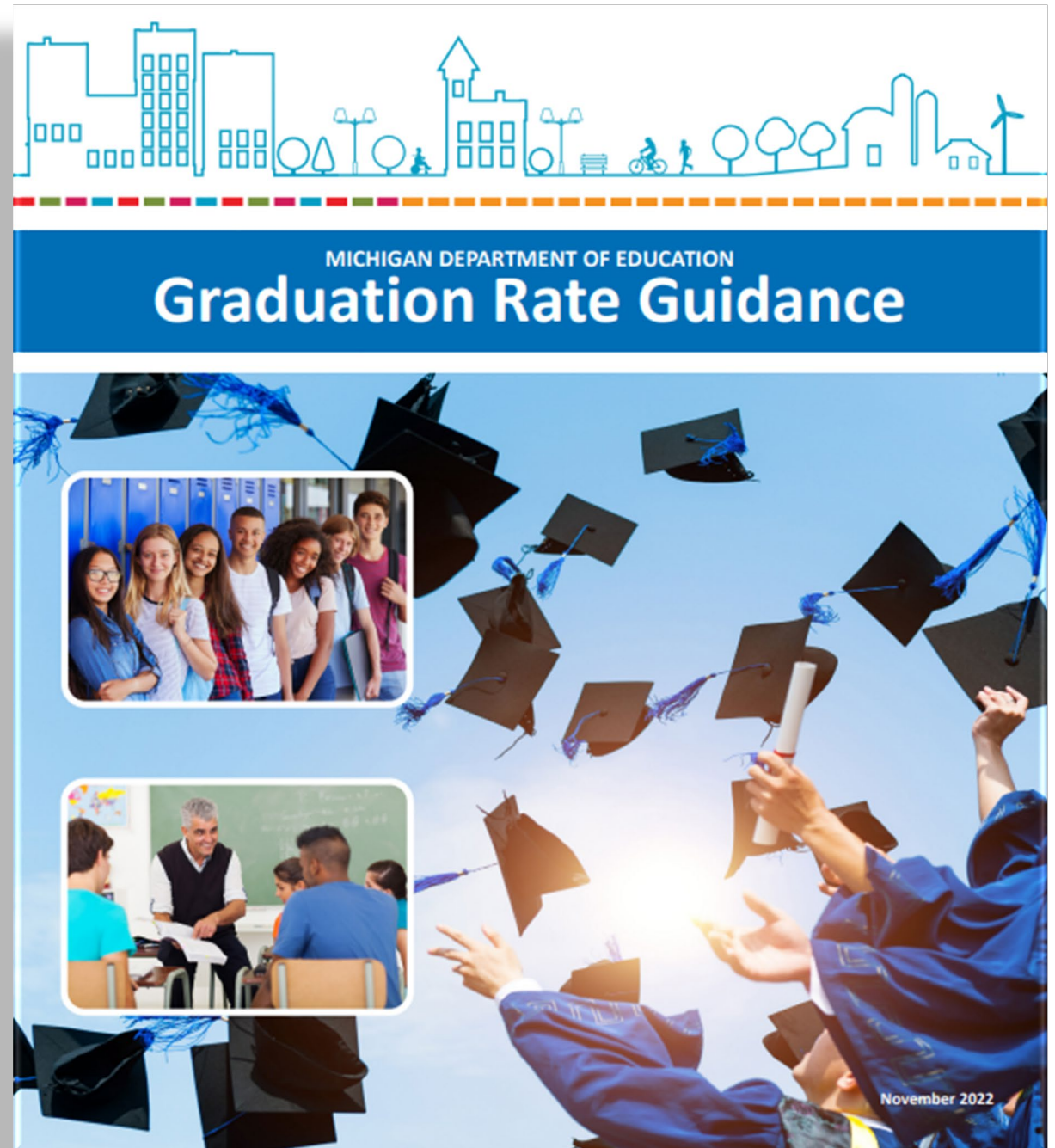
# Goal 5: District and Department Efforts

## Post Graduation Opportunities

- In 2022, Public Act 88 required MDE to develop, update, and **make available** to all local education agencies (LEAs) and nonpublic schools **informational packets** to be distributed by schools **to each student in grades 8 through 12.**

- **MDE leveraged** the **Pathfinder** tool (available through the Michigan Department of Labor and Economic Opportunity (LEO)).

- **Pathfinder is a career exploration and planning tool** that provides information to students about college and career opportunities.

# Goal 5: Increase the percentage of all students who graduate from high school Summary

1. **Rising graduation rates** over the last 10 years.

2. Light **increases** in the last 5 years, though significantly offset by the pandemic in 2021.

3. Graduation rates began to **rise again** over the last year.

4. **Differences** continue to exist in graduation rates among students of different ethnicities and among students based on economic advantage, disability, and English learner status.

5. **CTE** is correlated with higher graduation rates and may be the difference for some students between school engagement and graduation on the one hand and lack of engagement and dropping out on the other.

6. **Personal curriculum** has been an important and growing opportunity.

7. MDE high school graduation **guidance** is available.

8. **Pathfinder** helps students learn about their post-graduation opportunities.

# Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. **Increase the percentage of adults with a post-secondary credential**
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

# Goal 6: Success Measure

Michigan Adults
(ages 25-64) with a
Certificate or Degree
(Post-Secondary Credential)

# Number of Michigan Adults (ages 25-64) with a Certificate or Degree (Post-Secondary Credential)

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 6-year percentage point change |
|------|------|------|------|------|------|------|-------------------------------|
| 43.4% | 43.7% | 45.0% | 48.9%* | 49.1% | ** | 50.4% | 7.0 p.p. |

*In 2018, certifications obtained outside the work environment were added to the calculation by the Lumina Foundation for post-secondary credentials, including workforce certificates, associate degrees, bachelor's degrees, and graduate or professional degrees.
** No data collected

Data Source: Lumina Foundation:
https://luminafoundation.org/our-work/stronger-nation

# Number of Michigan Adults (ages 25-64) with a Certificate or Degree (Post-Secondary Credential)

| | 2018 | | 2019 | | 2020 | | 2021 | |
|---|---|---|---|---|---|---|---|---|
| | Percentage | Number | Percentage | Number | Percentage | Number | Percentage | Number |
| Certificates and Industry-recognized Certifications** | 7.4% | 382,430 | 7.4% | 380,854 | * | * | 6.7% | 346,938 |
| Associate Degree | 10.3% | 528,877 | 10.1% | 516,354 | * | * | 10.2% | 527,622 |
| Bachelor's Degree | 19.6% | 1,011,526 | 19.9% | 1,019,031 | * | * | 21.0% | 1,081,708 |
| Graduate or Professional Degree | 11.6% | 594,650 | 11.7% | 601,493 | * | * | 12.5% | 646,125 |
| Total | 48.9% | 2,517,483 | 49.1% | 2,517,732 | * | * | 50.4% | 2,602,393 |

*No data collected

** Considered short-term credentials

# Goal 6: District and Department Efforts

## Student Opportunities

- Potentially gain college credits through **Advanced Placement (AP), dual enrollment (DE),** and **International Baccalaureate (IB)** classes and **College Level Examination Programs (CLEP).**

- Obtain a certification and/or college degree through **early middle college (EMC)**.

- Receive transition services support through **Student Outcome Resources**.

# Goal 6: District and Department Efforts

## Student Opportunities

- Obtain one of **371** post-secondary recognized credentials available through **53 CTE programs,** which fall into one of **17 CTE career clusters**.

# Goal 6: State and Local Efforts

## Educator Opportunities

- Expanding the pipeline of credentialed educators through **Grow Your Own** and **Registered Teacher Apprenticeship Programs.**

## Adult Opportunities

- Tuition or training costs paid for eligible adults through **Michigan Reconnect.**

- **Pathfinder** helps adults explore careers, schools, and programs in Michigan.

- Offering free tuition for essential workers through **Futures for Frontliners.**

- **Going PRO in Michigan** helps adults explore Michigan's most in-demand professional trade opportunities.

# Goal 6: Increase the percentage of adults with a post-secondary credential Summary

1. State is **making progress towards the governor's goal of achieving 60% of adults (ages 25 to 64) with a post-secondary credential by 2030.**

2. **More than half** of Michigan adults ages 25 to 64 now **have a certificate or degree**.

3. High school **students can gain credits** toward post-secondary degrees through Advanced Placement, Dual Enrollment, Early Middle College, and College Level Examination Programs.

4. Career and technical education programs have **371 post-secondary credentials** available.

5. Many adult opportunities: Grow Your Own, Michigan Reconnect, Pathfinder Futures for Frontliners, and Going PRO in Michigan.

With appreciation to the steadfast and focused educators and support staff across the state, dedicated MDE staff, and the State Board of Education, thank you for your partnership and leadership!