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# ESEA Flexibility Request

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U.S. Department of Education  
Washington, DC 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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## INTRODUCTION

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The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

## REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

## GENERAL INSTRUCTIONS

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An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

**Preparing the Request:** To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

**Process for Submitting the Request:** An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/esea/flexibility>.

*Electronic Submission:* The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:  
[ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

*Paper Submission:* In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

## **REQUEST SUBMISSION DEADLINE**

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

## **TECHNICAL ASSISTANCE MEETING FOR SEAS**

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

## **FOR FURTHER INFORMATION**

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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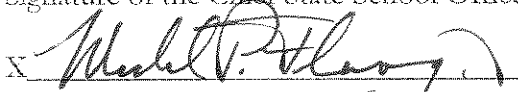
For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

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## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

<p>Legal Name of Requester: Michael P. Flanagan Superintendent of Public Instruction</p>	<p>Requester's Mailing Address: Michigan Department of Education PO Box 30008 Lansing, MI 48909</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Sally Vaughn, Ph.D.</p> <p>Position and Office: Chief Academic Officer/Deputy Superintendent Office of the Superintendent of Public Instruction</p> <p>Contact's Mailing Address: Michigan Department of Education PO Box 30008 Lansing, MI 48909</p> <p>Telephone: (517) 335-0011</p> <p>Fax: (517) 335-4565</p> <p>Email address: vaughns1@michigan.gov</p>	
<p>Chief State School Officer (Printed Name): Michael P. Flanagan</p>	<p>Telephone: (517) 335-0011</p>
<p>Signature of the Chief State School Officer: </p>	<p>Date: 2/22/12</p>
<p>The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

## WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

**ASSURANCES**

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools (see Attachment 12). (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

## CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The Michigan Department of Education has had active stakeholder engagement on an ongoing basis, especially during the last several years of intensive education reform efforts. State officials work closely with organizations of teachers, administrators, higher education representatives, student advocacy groups, and others whose input continuously shapes and strengthens educational policy and practice. Throughout the waiver request, examples are provided of stakeholder input and support. At the time the waiver opportunity was announced, MDE contacted the leaders of the state’s education stakeholder organizations with critical details and timelines for providing input. Engagement and input are outlined below by Principle. Examples are given, in this section and elsewhere, where stakeholder input changed the waiver request.

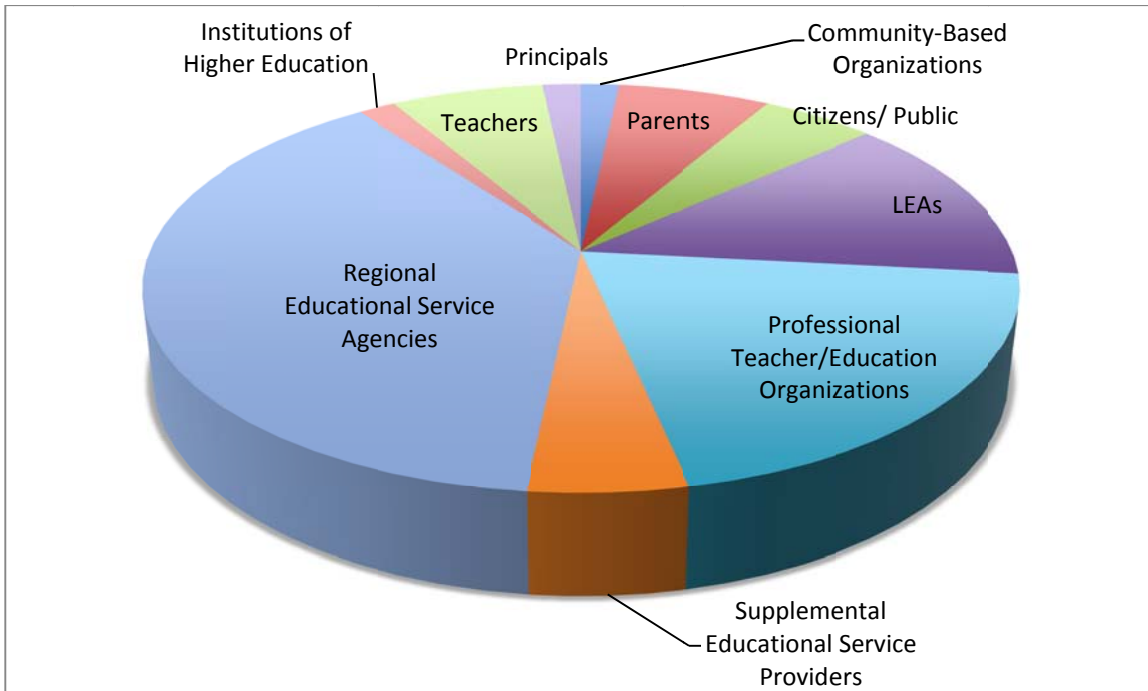
A complete list of organizations that provided input can be found in Attachment 2 along with a summary of the input received. Beginning in October, regular phone conversations and meetings were held with education organizations and others to ensure that all constituencies were involved to consider strategies and responses. We also conducted webinars and online surveys as a means of determining feedback across our state.

During our stakeholder engagement, we have considered the feedback of our education “customers” — parents, families, communities—as well as that of our teachers and practitioners. We reached out to seek the advice of parents, students, community members, and business leaders, taking care to pay special attention to traditionally under-represented communities such as minority groups and persons with disabilities.

Michigan also collected and reviewed comments from the general public, which came through a specialized email account established for this purpose ([ESEAFlexibility@michigan.gov](mailto:ESEAFlexibility@michigan.gov)).

A pie chart showing the array of stakeholders providing feedback —in all formats and sessions —is included below:





From November to January, we solidified and documented all input into Michigan's proposal. Initial drafts and concepts were shared and discussed in a large group facilitated by the American Institutes for Research, and through individual consultation with associations, institutions of higher education and others. Our staff met with the Committee of Practitioners, as well as special education, data, and a student advisory group. In total, input was gathered from hundreds of educators including teachers, principals, Title I coordinators, school board members, and specialists.

Feedback from these and other stakeholder organizations suggests that Michigan's waiver request is well aligned with visible opportunities in educational policy and practice. Representative comments are as follows:

- "Some details may need tuning, but overall it looks like a well-considered plan. I wish we had developed such a plan 10 years ago." - *Parent, local school board member*
- "I feel that this proposal provides the opportunity for many schools across the state to have their hard work validated...." - *Teacher*
- "I believe that this proposal will also allow teachers and administrators to think less about what consequences their school may face if they fall short of AYP and focus more on how to proactively close achievement gaps that is needed to beat the odds and restore American education to the global prominence it once had." - *Teacher*
- "(A)s a first-year curriculum director...and a parent of two school-aged children, I'd like to say thank you. Thank you for valuing education enough to raise the bar and hold all students to a higher standard... When my two young children graduate from high school and the diploma is

placed in their hands, I look forward to knowing that they have earned something great, something that will prepare them for postsecondary experiences." - *Educator, Parent*

- "I am ecstatic about the aggressive position that the State of Michigan is taking to raise the rigor and expectations for academic achievement of all students. I am re-energized by the recognition that higher academic standards and requirements of proficiency are needed at all levels in education. The proposed Flexibility Waivers will move us in the right direction toward closing gaps and improving the quality of public education." - *Educator*
- "MDE and Superintendent Flanagan should receive consistent thanks for continually pushing Michigan forward in an effort to provide all levels of learners the skills necessary to be college and career ready by the time they graduate." - *Educator*

We divided our stakeholder groups into 39 categories, and tracked their participation in each of the statewide, local and virtual opportunities provided for their feedback. These categories of participation — and the number of specific engagements we had with each — are listed below.

Organization/Group	Waiver Communications
21st Century Community Learning Center Providers	2
Accountability Stakeholder Group (Accountability Specialists from ISDs, MEA, LEAs, & Ed Trust)	1
Alternative Education Student Focus Group	3
American Federation of Teachers Michigan	8
Association of Independent Colleges and Universities	4
Bureau of Assessment and Accountability Advisory Council	3
Business Community	3
Committee of Practitioners (Title I)	4
Education Trust & Education Trust - Midwest	5
English Language Learners Advisory Committee	1
First Nations (American Indian)	1
Hispanic/Latino Commission of Michigan	2
Intermediate School District Advisory Council	3
MI Alma-Latino Education and Civic Engagement Summit	1
Michigan Association of Administrators of Special Education	2
Michigan Association of Intermediate School Administrators	9
Michigan Association of Non-Public Schools	5
Michigan Association of Public School Academies	7
Michigan Association of School Administrators	7

Organization/Group	Waiver Communications
Michigan Association of School Boards	3
Michigan Association of Secondary School Principals	6
Michigan Association of State and Federal Program Specialists	5
Michigan Community College Association	4
Michigan Education Association	3
Michigan Elementary and Middle School Principals Association	3
Michigan Legislature	1
Michigan Office of the Governor	1
Michigan PTA (Including Parent Members)	5
Michigan School Business Officers	6
Michigan State Board of Education	2
Michigan State University K-12 Outreach	4
Michigan Women's Commission	2
Middle Cities Education Association	8
Network of Michigan Educators (MI Teachers of the Year and Milken Award Winners)	4
Presidents Council, State Universities of Michigan	4
School Improvement Facilitators Network	3
Special Education Advisory Committee	3
The Superintendent of Public Instruction's Teacher Advisory Group	2
The Superintendent of Public Instruction's Student Advisory Group	2

While stakeholder input shaped and informed many aspects of Michigan's proposed ESEA Flexibility waiver, much of our public dialogue was focused on the fundamental tension between "ambitious" and "attainable" proficiency goals for schools. The distinguishing feature of Michigan's proposal is its rigor; we are moving with determination toward the goal of career- and college-readiness for all students. The establishment of fair, appropriate performance targets has been a key outcome of our discussions with stakeholders.

Other critical stakeholder issues are described below, organized by principle.

Principle 1: Career- and College-Ready Standards for all Students

MDE was engaged in analysis, alignment and implementation of Career- and College- Ready Standards prior to the announcement of the flexibility waiver request option. This was a collaborative endeavor among MDE, regional service agencies, teacher organizations, and others.

Implementation activities are detailed in Section I.B, and show that practitioners are deeply involved in aligning their own curricula with the Common Core. Through this work, which is occurring at the local level, they are building a stronger understanding of what career- and college-ready truly means for each of their students.

Stakeholders are also telling us what they need to do this work more effectively and efficiently. They have asked for more state-level dissemination of the Common Core at statewide conferences, and increased work with the higher education institutions to enhance focus on these standards. Teachers also have requested more professional learning to help support good classroom instruction related to the Common Core.

Michigan has worked to address these concerns in this proposal. We have laid out action plans for dissemination at the state and local level, and will engage with partners to ensure professional learning is provided.

### Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Because of the high-stakes nature of accountability systems and the need for intensive support for Priority schools, Principle 2 gathered the greatest level of input.

As mentioned previously, the tension between ambition and attainability framed many of our stakeholder discussions around Principle 2. Michigan’s proposed proficiency standards aim at 85% for all schools. Some stakeholders argued that anything less than 100% was not appropriate, while others argued it would be impossible for many schools to come up to the 85% standard within expected time frames.

MDE responded to these changes by introducing a new safe harbor methodology that recognizes growth in student performance, even if the absolute proficiency target isn’t hit. We also introduced more careful, diagnostic supports to help schools achieve their aims more quickly. Our past interventions were of high quality, but they were not the only tools and resources that might work to turn around school performance at the local level. We began to discuss diagnostic, targeted interventions rather than “one-size-fits-all” approaches to school improvement.

Teacher and school administrator groups argued for simplicity and flexibility in light of the differentiated needs of schools in unique settings across the state. When stakeholder groups were given a series of written, face-to-face, and virtual opportunities for facilitated discussion, the following concerns were raised:

- Timely, accurate, useful information must be made available to all stakeholders
- Local communities must be engaged and activated to build school improvement
- Make it impossible for schools to mask subgroup performance
- Accommodate unique community needs and demands – all schools are different

- Make sure data are reported in ways that are easy to understand at the local level
- Early interventions are needed to support subgroups
- Improved teacher preparation is needed to ensure the needs of various subgroup populations are fully understood
- Educational dollars should be spent in ways that are targeted and maximize value

As a result of this detailed input, MDE revised and refined the methods for identifying Priority, Reward, and Focus schools and the interventions that will be provided. The depth of discussion and the high level of participation of stakeholders have resulted in support for the methods detailed in Section 2. This differentiated recognition, accountability, and support system provides the structure that weaves all three waiver Principles together.

### Principle 3: Supporting Effective Instruction and Leadership

In 2009, Michigan passed legislation requiring annual educator evaluations that included student growth as a “significant part,” the results of which are used to inform decisions about promotion, retention, placement and compensation. These evaluations were specified to begin during the 2011-2012 school year. Michigan’s LEAs immediately began preparing to implement this legislation, and are now in the midst of the first year of implementing these locally-developed annual educator evaluations for all teachers and administrators. For the first time, every single one of Michigan’s educators will be evaluated using measures of student growth, and the results of these evaluations will be reported into MDE’s data systems.

One issue with the original legislation was that it did not provide much in the way of standardization across districts, in order to ensure both a standard of quality and continuity in ratings. To address this shortcoming, the Michigan legislature adopted [Public Act 102 of 2011](#) to introduce more standardization and comparability into both the educator evaluation system and the ratings produced by this system. Stakeholders now have the opportunity to give testimony before the Governor’s Council on Educator Effectiveness, a statutory panel working to support the statewide development and implementation of educator evaluation systems. The dean of the University of Michigan’s College of Education, Dr. Deborah Loewenberg Ball, leads the Council, which consists of two school principals, data analysts from Michigan State University, a charter school management company, and MDE.

In the last two years, MDE convened a stakeholder group to develop new recommendations regarding professional learning. This group produced a new policy on professional learning, which the Michigan State Board of Education adopted in January 2012. This policy is based on the Learning Forward Standards for Professional Learning, and the intent is to help districts, schools, and educators appropriately identify professional learning opportunities to support their work. We anticipate the field can leverage these standards when integrating professional learning into their evaluation systems, and we intend to produce interim guidelines to assist them with these efforts.

Michigan is one of few states implementing annual educator evaluations that include student growth as a significant portion in the 2011-2012 school year, due to our proactive and aggressive legislation. We believe this is a strength for us, even though the evaluations systems differ across districts. We do know, however, that districts have been having critical conversations with stakeholders, designing observation rubrics, looking for solutions to integrate growth, developing local assessments, partnering with foundations or other nonprofit enterprises in their area, and collaborating with each other as they work to develop a system that is fair and that meets the criteria of the original law. To support this, MDE hosted a statewide Educator Evaluation Best Practices conference in the winter of 2011, and will host a second in February 2012 focused on student growth, in order to help the field come together and share their best practices with each other.

## EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

### Our Theory of Action

If a school’s challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- \* Consistent implementation of career- and college-ready standards
- \* Rapid turnaround for schools not meeting annual measurable objectives (AMOs)
- \* Reduction in the achievement gap
- \* Reduction in systemic issues at the district level
- \* Improvements to the instructional core
- \* Better understanding/utilization of data
- \* Improved graduation and attendance rates
- \* Building of/support for effective teaching
- \* Building of/support for school leadership capacity
- \* Effective accomplishment of responsibilities by district leadership

### Core Principles

Excellence and equity are the twin underpinnings of our work to improve student achievement in Michigan. We hold ourselves deeply accountable for providing rigorous, effective learning opportunities to all children, from infancy to adulthood. Student learning is the center and aim of all we do.

We believe:

- \* All means all. Every child has an innate capacity for learning, and we must meet the needs of each and every Michigan student with high-quality systems, tools and resources. Our expectations for all students must be consistently high.
- \* We must ensure our children are career- and college-ready. We define this as student preparation that is adequate to allow a student to pass first-year technical training and first-year college courses in core areas without remediation. Our state is preparing students not

just for the opportunities we know about today, but also for the economic and intellectual challenges of the future.

- \* Our teachers and administrators are professionals whose talents are equal to the task before them. We must ensure our systems support their work effectively and allow them to innovate to meet the needs of their students.
- \* Our school-level interventions must similarly emphasize careful diagnosis and targeted support, to maximize all available resources and effectively address the needs of all students.

### Recent Changes

In recent years, our advancements relative to educational policy, practice and accountability have reflected the above-listed principles. Some highlights:

- \* We were among the first in adopting career- and college-ready standards to challenge our students, and we now are preparing to extend this work through adoption of the Common Core State Standards developed through the National Governor’s Association and the Council of Chief State School Officers.
- \* We already administer rigorous student assessments in grades 3-9, culminating with a high school assessment that includes the ACT in grade 11. This year, we have raised the cut scores for these tests, to better reflect how well schools are preparing their students to be on track for each step of their journey toward careers and/or college. In the coming years, we will transition to summative assessments being deployed through the SMARTER Balanced Assessment Consortium, using similarly rigorous cut scores to determine student performance.
- \* Our teachers and staff are being supported through a strong, coherent school improvement framework. In the coming year, we will revamp our state-level supports for Priority and Focus schools, to eliminate achievement gaps and ensure high-quality opportunities for all Michigan children.

Taken together, we believe these changes —all of which are being carried out in partnership with teachers, policymakers and other stakeholders — create a tighter, more coherent system of accountability and performance for all Michigan schools and the students they serve.

We view this waiver request as an opportunity to leverage our work in these and other areas. Our proposed activities include:

- Alignment of our assessment system with new career-and college-ready standards;
- An accountability system that holds schools responsible for student learning of the standards, and that sharpens our collective focus on closing achievement gaps;
- Achievable but rigorous objectives that move students rapidly toward proficiency in the standards;
- Supports, incentives, and monitoring that help keep all schools on track to increased student learning and aid them in meeting the needs of student subgroups; and



- A teacher and administrator evaluation system that uses assessment data to keep the focus on student learning.

We are confident full implementation of the items specified in this waiver request will enhance our ability to continue building toward excellence and equity for all Michigan learners.

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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### 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The state will work with its education partners to ensure that career- and college-ready standards form the basis of teaching and learning for all students, including English language learners and students with disabilities. As one of the governing states in the SMARTER Balanced Assessment

Consortium, Michigan will provide leadership to ensure robust, rigorous measurement of performance for all learners.

Our Theory of Action → Principle One<sup>1</sup>

If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- \* **Consistent implementation of career- and college-ready standards**
- \* Rapid turnaround for schools not meeting annual measurable objectives (AMOs)
- \* Reduction in the achievement gap
- \* Reduction in systemic issues at the district level
- \* **Improvements to the instructional core**
- \* Better understanding/utilization of data
- \* Improved graduation and attendance rates
- \* **Building of/support for effective teaching**
- \* Building of/support for school leadership capacity
- \* Effective accomplishment of responsibilities by district leadership

How Michigan Supports Effective Teaching and Learning

Our state took a major leap forward in 2004, with the release of new [grade level content expectations](#) in K-8 English Language Arts (ELA) and mathematics. At the time of their release these expectations were considered some of the [most rigorous in the nation](#). Two years later, we adopted a rigorous new set of [statewide graduation requirements](#) designed to ensure that all students graduate from high school career- and college-ready. No longer is it acceptable to graduate high school with credit based on seat time. Instead, all Michigan students are required to demonstrate proficiency in required academic standards in order to receive a diploma. By the end of 2008, Michigan had K-12 content expectations in ELA, mathematics, science, and social studies as well the visual and performing arts.

Taken together, these changes have encouraged Michigan educators to shift their instructional practice. Michigan is successfully moving the conversation from "what content to teach" to "how to teach the content," so that all students leave high school career- and college-ready. This past year, in a speech to the Michigan Legislature, Governor Snyder proposed a new public school learning model: students should be able to learn "[Any Time, Any Place, Any Way, Any Pace](#)." These shifts have put a spotlight on the need for teaching rigorous content with multiple access points and opportunities for success.

Subsequent adoption in June 2010 of the Common Core State Standards in mathematics and ELA served to validate Michigan's already rigorous standards in these content areas, as evidenced by key

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<sup>1</sup> At the beginning of each section, our Theory of Action is restated. We have bolded the elements that most directly relate to the Principle being addressed.

[crosswalk documents](#). Although in some cases content shifted grades, essentially the content required by the Common Core was already represented in Michigan’s content expectations. Our challenge now is to support schools with instituting systems of instruction that provide all students with opportunities to learn this content.

Michigan schools have had ample access to detailed information and support with the implementation of the Common Core. MDE and its partner organizations have contributed:

- Regional meetings with practitioners and professional organizations
- School improvement conferences
- Electronic communication/listservs

Moreover, the MDE Statewide System of Support (SSoS) has provided struggling schools with a detailed [Survey of Enacted Curriculum \(SEC\)](#), offering a clearer picture of each building’s curricular and instructional alignment to the Common Core and building a data-based roadmap for change.

MDE is using statewide data from the Surveys of Enacted Curriculum, as well as statewide student assessment results, to identify areas of weaknesses in the reported enacted curriculum and student achievement. These areas will be the focus for the development of model academic goals that schools can use as they develop their annual school improvement plans. The idea is to leverage schools’ existing improvement activities by providing examples of focused, coherent instructional strategies that successfully implement the Common Core for all students. MDE is planning a series of regional workshops for teachers, administrators and school improvement teams based on these models, tentatively titled “Connecting the Dots – Preparing All Students to be Career- and College-Ready.” MDE is planning to provide professional development around these model academic goals, using resources developed here in the state and incorporating nationally recognized initiatives such as the [Illustrative Mathematics Project](#) and [ELA Publishers Criteria](#).

Consistent with our goal of supporting success for all students, MDE has [recently developed guidance](#) to districts for implementing a multi-tiered system of support (commonly referred to as Response to Intervention systems or RtI). This guidance includes information on the essential elements of an effective tiered support system and an annotated list of resources to support implementation. Furthermore, the State Board of Education recently approved the revised [Professional Learning Policy and the Standards for Professional Learning](#). These documents will support the “Connecting the Dots” work described above, in an effort to help educators and districts understand the importance of good “Tier 1” instruction that supports all students leaving high school ready for career or college. The following graphic shows the connections among a multi- tiered system of support, the School Improvement Plan, and MDE initiatives that support district and school implementation of curriculum, instruction and assessment.

Connecting the Dots – Preparing All Students to Be Career and College Ready

Tiered Intervention System	School Improvement Framework Standards and Questions				
	Essential Elements	Classroom	School/District	MDE Support	
<ol style="list-style-type: none"> <li>1. Implement effective instruction for all learners</li> <li>2. Intervene early</li> <li>3. Provide a multi-tiered model of instruction and intervention</li> <li>4. Utilise a collaborative problem solving model</li> <li>5. Assure a research-based Core Curriculum (aligned with Michigan's state standards)</li> <li>6. Implement research/evidence-based, scientifically validated, instruction/interventions</li> <li>7. Monitor student progress to inform instruction</li> <li>8. Use data to make instructional decisions</li> <li>9. Use assessments for three purposes: universal screening, diagnosis, and progress monitoring</li> <li>10. Implement with fidelity</li> <li>11. Engage parents and community</li> </ol>	<b>Strand 1: Teaching for Learning</b>	<b>Standard 1: Curriculum</b> Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.			
		<ul style="list-style-type: none"> <li>• How is the curriculum design modified/differentiated to support the needs of all students?</li> <li>• In what ways is the curriculum clear, concise, and discussed by staff?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the school curriculum align with, and reference Michigan's standards?</li> <li>• How does the school curriculum align with, and reference, the benchmarks and Content Expectations for English Language Arts, Mathematics, Science, Social Studies, ...?</li> </ul>	Crosswalk documents CTE alignment MORE Portal Mlit Plan	
		<b>Standard 2: Instruction</b> Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.			
		<ul style="list-style-type: none"> <li>• How are the planned instructional processes and practices appropriate for the levels and needs of all students?</li> <li>• In what ways is the curriculum clear, concise, and discussed by staff?</li> <li>• How is instruction differentiated to meet the needs of individual learners?</li> </ul>	<ul style="list-style-type: none"> <li>• How are classroom lessons aligned to the school's/district's written curriculum?</li> <li>• How is research-based instruction practice being used across the curriculum?</li> <li>• How does staff integrate technology into curriculum instruction and assessment?</li> </ul>	MAISA Instructional Units "Connecting the Dots" SIP academic goals project MOPLS Teaching for Learning Framework	
		<b>Standard 3: Assessment</b> Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.			
		<ul style="list-style-type: none"> <li>• How are assessments aligned with the curricula and instruction (written and enacted)?</li> <li>• How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)?</li> <li>• How is data used to determine/improve student learning?</li> </ul>	<ul style="list-style-type: none"> <li>• How are students enrolled in Prekindergarten through 12th grade assessed?</li> <li>• In what ways are assessment results used to identify needs and assist students?</li> </ul>	Michigan Assessment Consortium (MAC) Smarter Balanced Assessment Consortium (SBAC) Dynamic Learning Maps (DLM)	

MDE’s support is augmented by the work of our education partners. The Michigan Association for Computer Users in Learning (MACUL), and Michigan Virtual University (MVU) are using Title IID funds for the [STEM MI Champions Project](#), a statewide project designed to provide Michigan’s middle school teachers with the instructional strategies and resources they need to ensure that all students develop the 21st century skills necessary for career and college. STEM MI Champions Project participants learn how to work across disciplines to build project-based learning units that focus on science, technology, engineering and mathematics.

With support from Title II Improving Teacher Quality funds, MVU and MDE have created a statewide communication and professional development portal for use by Michigan’s educators and members of the K-12 community. These efforts continue to significantly expand the capacity of Michigan’s educational system by delivering high-quality, online professional development services to Michigan teachers, administrators and paraprofessionals on an “anytime/anywhere” basis.

State dollars are also currently being used to fund the Science and Mathematics Misconceptions Management (SAM<sup>3</sup>), a statewide project designed and delivered by the [Math/Science Center Network](#). The project provides sustained, job-embedded professional development for teams of teachers from high-priority and persistently low achieving schools to support the implementation of

math and science standards required of all students.

In addition, Michigan has implemented a statewide [Algebra for All](#) project. This important initiative was designed to support the state’s mathematics standards. The effort was started with Title IID funds and, following significant expansion, was recently awarded Title IIB funds for another two years. Title IIA Improving Teacher Quality fund projects provide professional development for special education/ELL teachers with priority given to English language arts and mathematics projects that are focused on the Common Core.

Federal Striving Reader funds were used to develop the [Michigan Statewide Comprehensive Literacy Plan \(MiLit Plan\)](#), which provides a platform for educators to coordinate efforts with community members for the increased and sustained literacy achievement of all Michigan students. The MiLit Network was created as a website that regional teams can use for collaboration. MDE is also part of the newly formed statewide [STEM Partnership](#), a network of regional hubs linking together STEM stakeholders across the state.

Through these programs, Michigan has planted a number of seeds for success in implementing the Common Core. We are actively working with our partners to encourage their growth, knowing that educators who are reached by one or more of these initiatives will realize greater success in improving the quality of the instructional core here in Michigan.

#### Matching Content with Effective Assessment Tools

The Common Core will be completely in place in Michigan schools by the fall of 2014. As shown above, our corollary professional development and school improvement activities are on track to meet those deadlines and support student achievement. The next major order of business in our state will then be the adoption of the [SMARTER Balanced Assessment Consortium](#) summative assessments, which are scheduled to replace the state’s current reading and mathematics state tests in the spring of 2015. Through these assessments, Michigan will ensure robust measurement of Common Core implementation statewide. As the new assessment is being developed, MDE is [modifying current state summative assessments \(Michigan Educational Assessment Program and Michigan Merit Examination\)](#) to support and ramp up the transition to the Common Core. We are marching toward getting our system ready to meet the needs of the students it will serve.

After the new assessments have been implemented, it is likely that a number of teachers and schools will pay renewed attention to the importance of meeting career- and college-ready standards. MDE will update and conduct further professional learning as necessary to support schools in meeting these expectations.

Michigan also offers assessment alternatives for students with special needs. [MI-Access](#) is Michigan's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that [MEAP assessments](#), even with accommodations, are not appropriate. MI-Access satisfies the federal *Individuals with Disabilities*

*Education Act* (IDEA) as reauthorized in 2004 and the *No Child Left Behind Act* (NCLB) of 2001 that require all students with disabilities be assessed at the state level.

It should be noted here that Michigan offers an additional alternate assessment based on modified achievement standards. [MEAP-Access](#) is administered in the fall of each year and is intended to bridge the gap between the MI-Access assessments and the Michigan Educational Assessment Program for students with disabilities. MEAP-Access assesses students on grade level content expectations in the core content areas of reading and mathematics for students in grades 3 - 8, and writing at grades 4 and 7. Accommodations such as scribes, tape recorders and Braille writers are available.

The cut scores for MEAP-Access will be available by mid-2012.

For all assessments, individual education program teams must determine and document which assessments are appropriate for students with disabilities. IEP teams are encouraged to use the “Decision Making Worksheet for Statewide Assessments” to ensure students with disabilities are participating in the most appropriate statewide assessment. The Michigan Statewide Assessment Selection Guidelines and accompanying online professional learning module direct IEP Teams to consider the MEAP/MME first with accommodations as needed. The Guidelines support data-based decision making when determining appropriate assessments for students with disabilities.

[English Language Proficiency Assessment \(ELPA\)](#) is the annual assessment given to Michigan’s students who are English language learners. ELPA measures, on an annual basis, the progress Michigan’s ELLs are making in the acquisition of their English language skills. ELPA reports on student progress are provided to districts, regional educational service agencies, the state, and the federal government.

ELLs will take the general assessments, either MEAP or MME, with ELL accommodations that are recommended and routinely used for their instruction in the content area(s) assessed. ELL students who have an IEP will take the assessment specified in their IEP, either MEAP/MME, MEAP-Access, or MI-Access, with the accommodations also specified in the IEP for the assessment.

We aim to help all students achieve ambitious, attainable objectives for their learning and growth. Our work with the above-described assessments in the coming years will strive toward career- and college-readiness and emphasize the Common Core State Standards for every Michigan child.

#### New, More Rigorous Performance Expectations

In spring of 2011, the Michigan State Board of Education authorized MDE to conduct a study linking proficiency cut scores on its high school assessment (the Michigan Merit Examination) to readiness for college or technical job training at two- and four-year colleges, and linking proficiency cut scores on its elementary/middle school assessment (the Michigan Educational Assessment Program) to being on track to career- and college-readiness in high school. That study was conducted over the summer of 2011 and the new career- and college-ready cut scores were adopted by the State Board of Education

in the fall of 2011.

This was a bold and courageous move on the part of the Michigan State Board of Education and Michigan Department of Education, in that the proficiency cut scores increased dramatically in rigor and resulted in substantially lower percentages of students being considered proficient. The seriousness of the impact and the level of commitment to career- and college-readiness in Michigan can be seen in the impact data shown below. The impact data describe in each grade level and content area the statewide percentage of students who were considered proficient based on the previous cut scores, and the statewide percentage of students who would have been considered proficient had the new cut scores been in place in the 2010-2011 school year. Figure 1 shows the impact for mathematics, Figure 2 for reading, Figure 3 for science, and Figure 4 for social studies. In addition, Figures 5 and 6 show the shift in distributions of mathematics percent proficient in schools based on the old cut scores and new cut scores for elementary and middle schools (Figure 5) and high schools (Figure 6). The same shifts are shown for reading in Figures 7 and 8, science in Figures 9 and 10, and social studies in Figures 11 and 12.

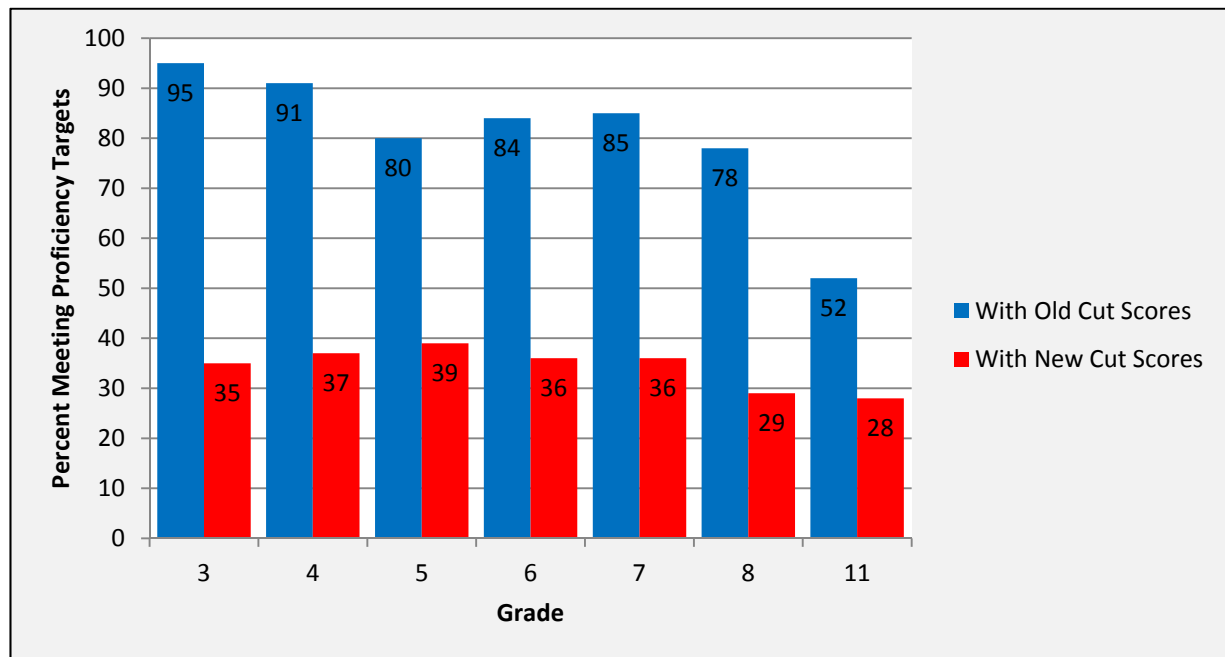


Figure 1. Impact of new cut scores on statewide proficiency in mathematics.



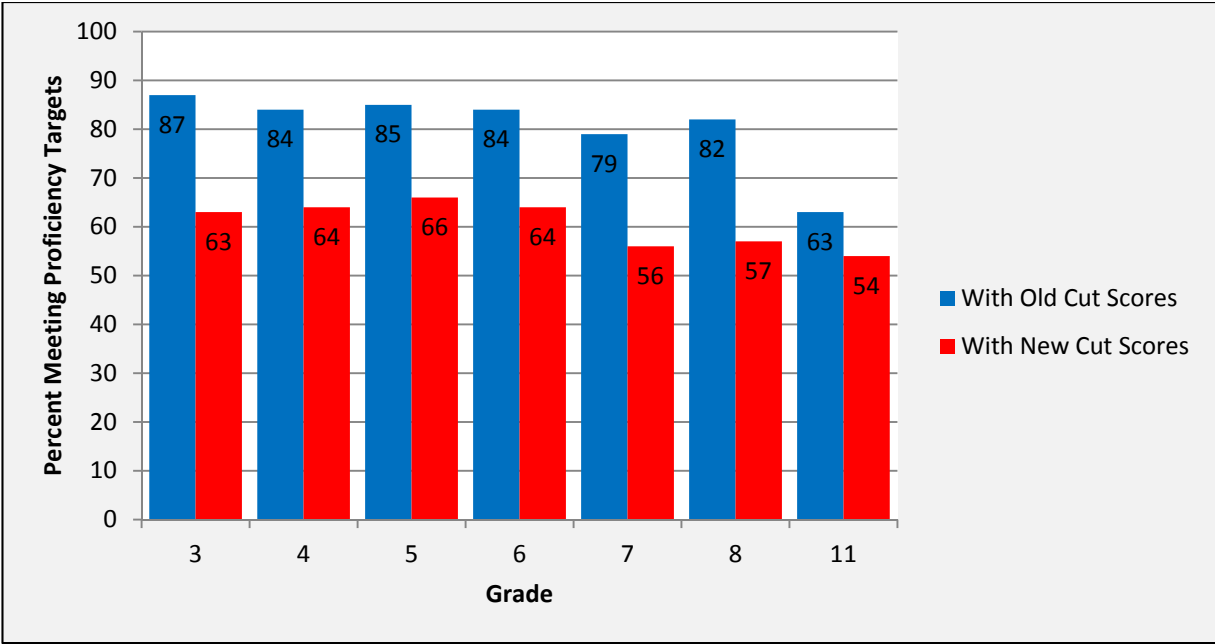


Figure 2. Impact of new cut scores on statewide proficiency in reading.

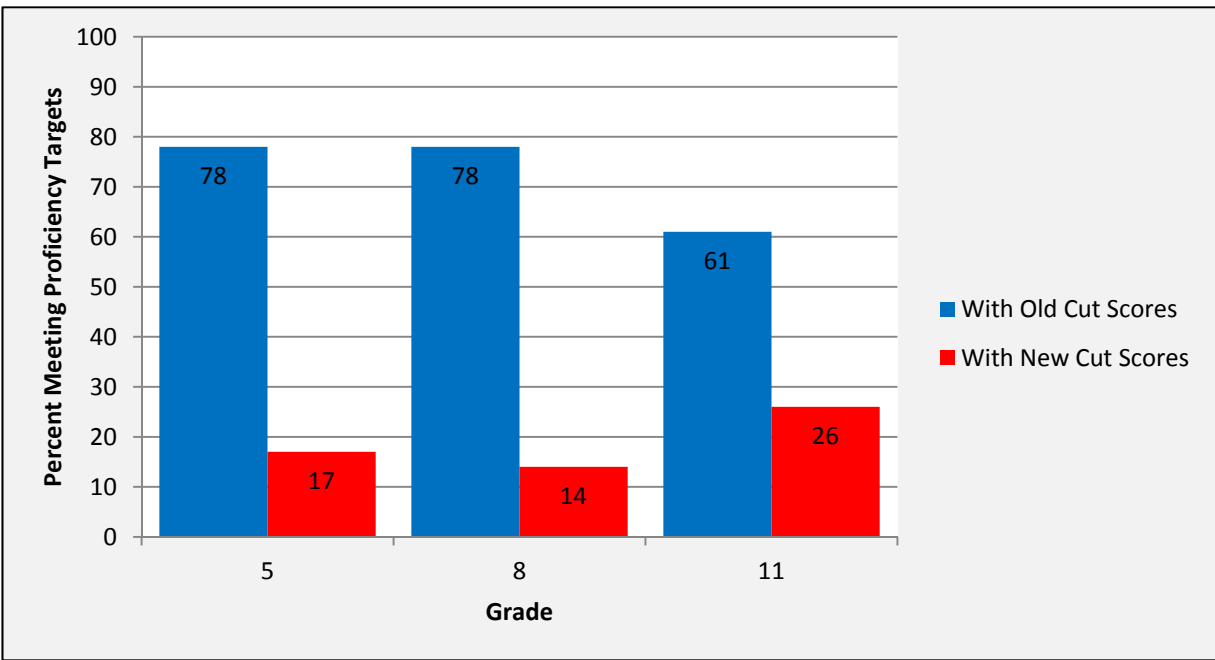


Figure 3. Impact of new cut scores on statewide proficiency in science.

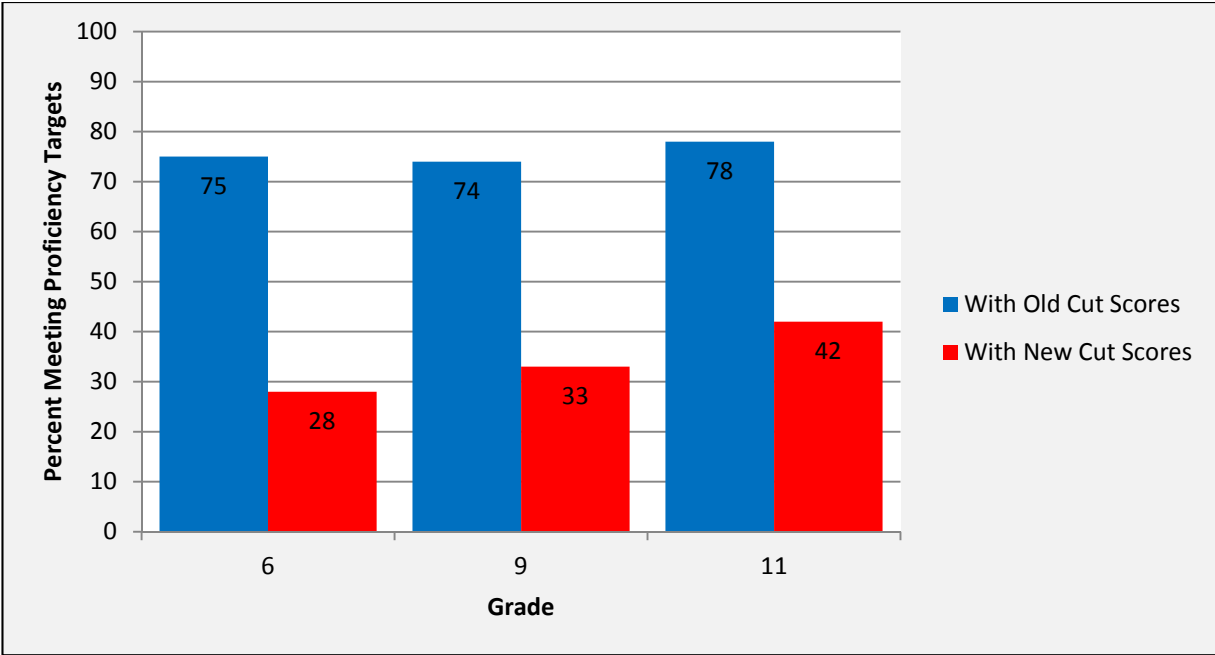


Figure 4. Impact of new cut scores on statewide proficiency in social studies.

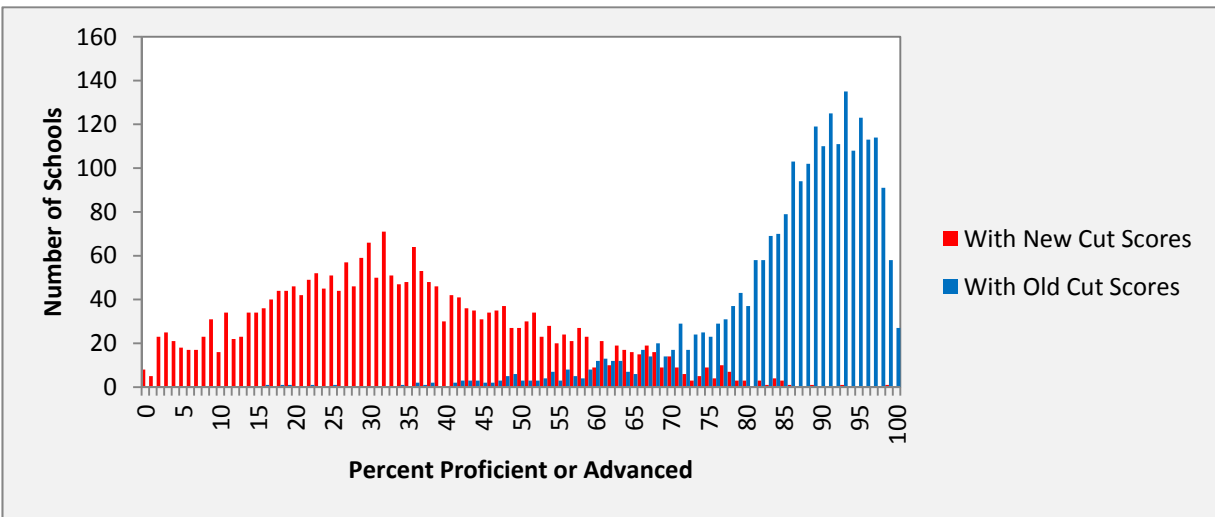


Figure 5. Shift in elementary/middle school distributions of mathematics proficiency from old to new cut scores.

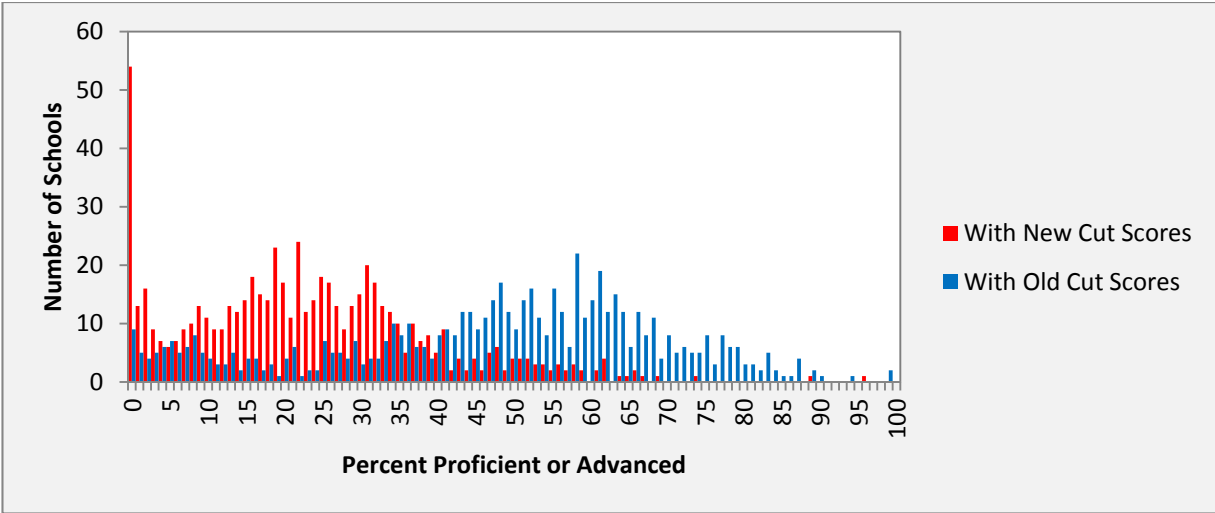


Figure 6. Shift in high school distributions of mathematics proficiency from old to new cut scores.

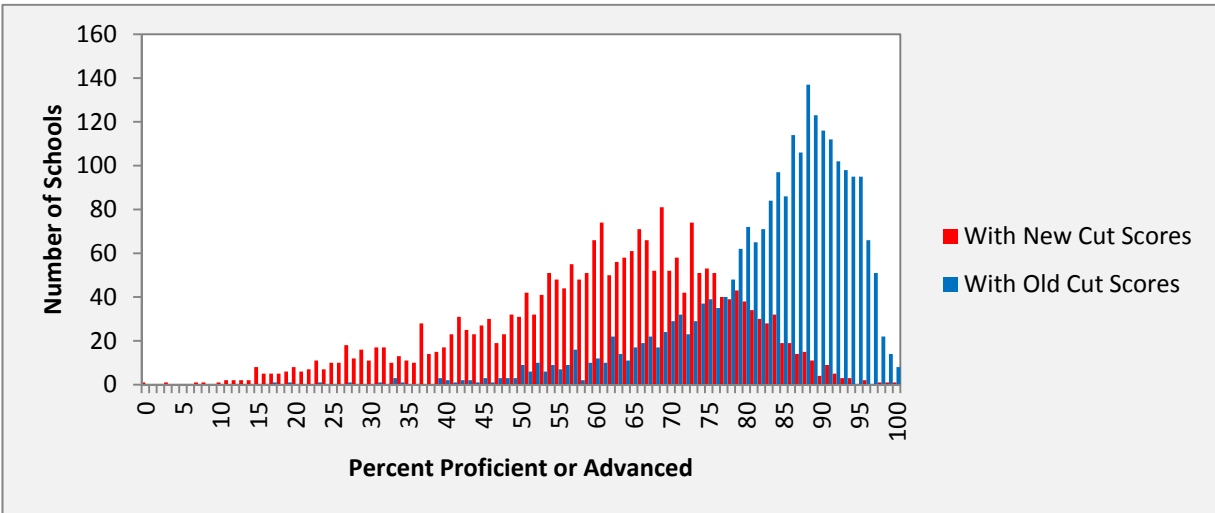


Figure 7. Shift in elementary/middle school distributions of reading proficiency from old to new cut scores.

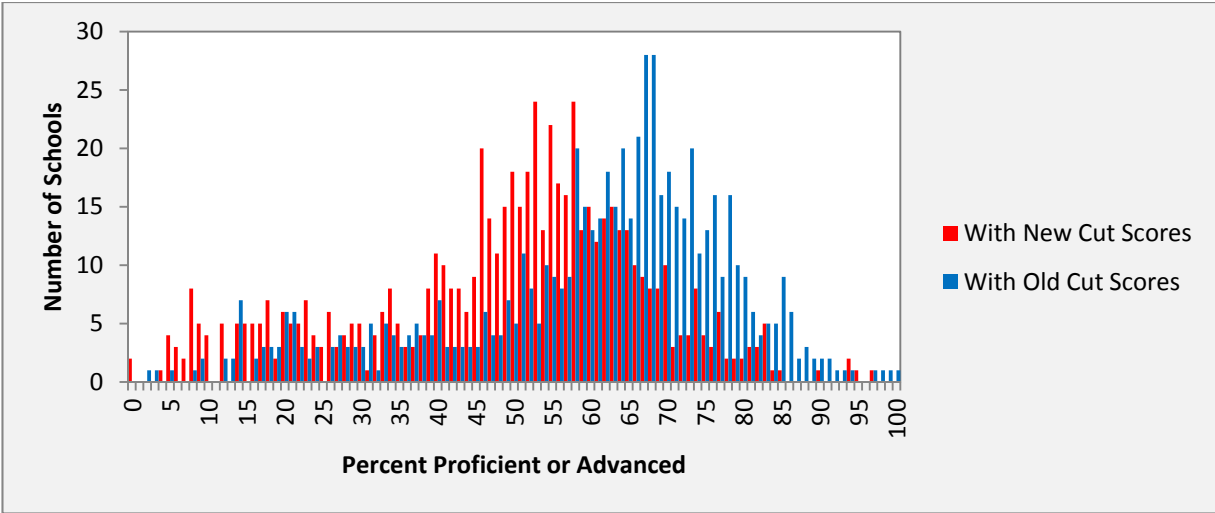


Figure 8. Shift in high school distributions of reading proficiency from old to new cut scores.

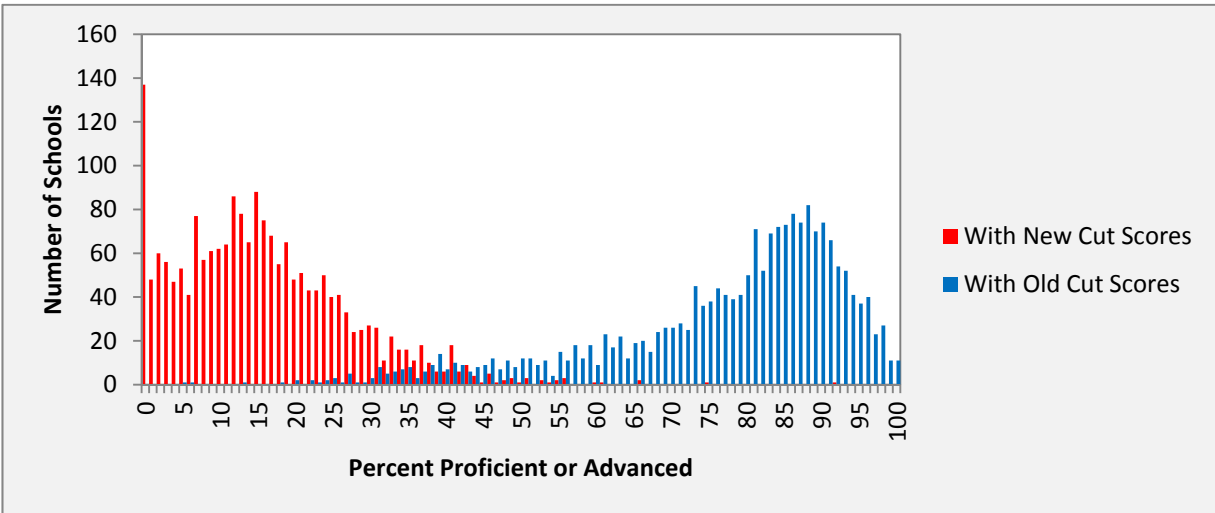


Figure 9. Shift in elementary/middle school distributions of science proficiency from old to new cut scores.

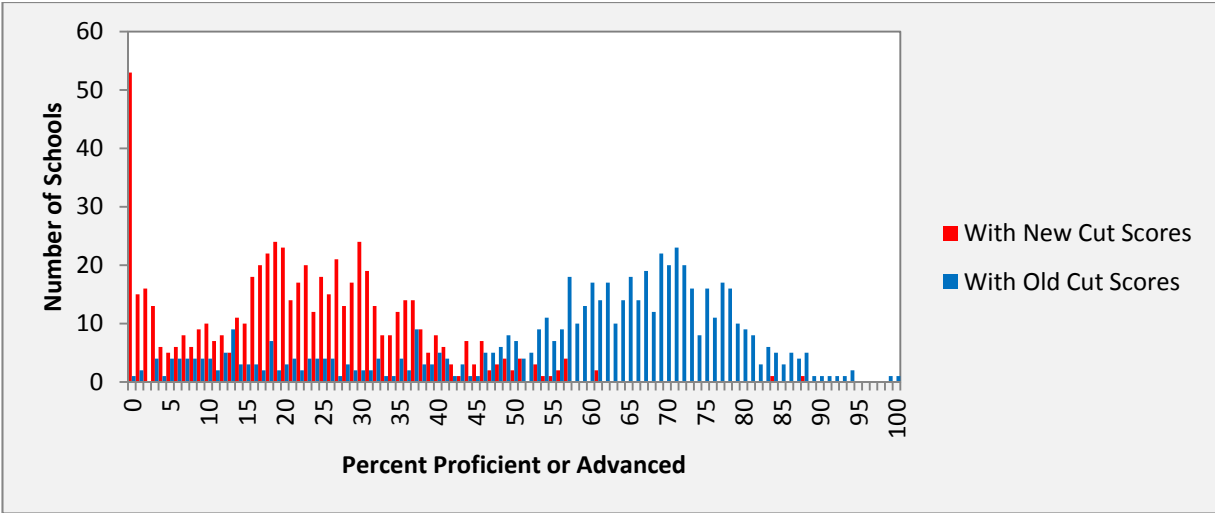


Figure 10. Shift in high school distributions of science proficiency from old to new cut scores.

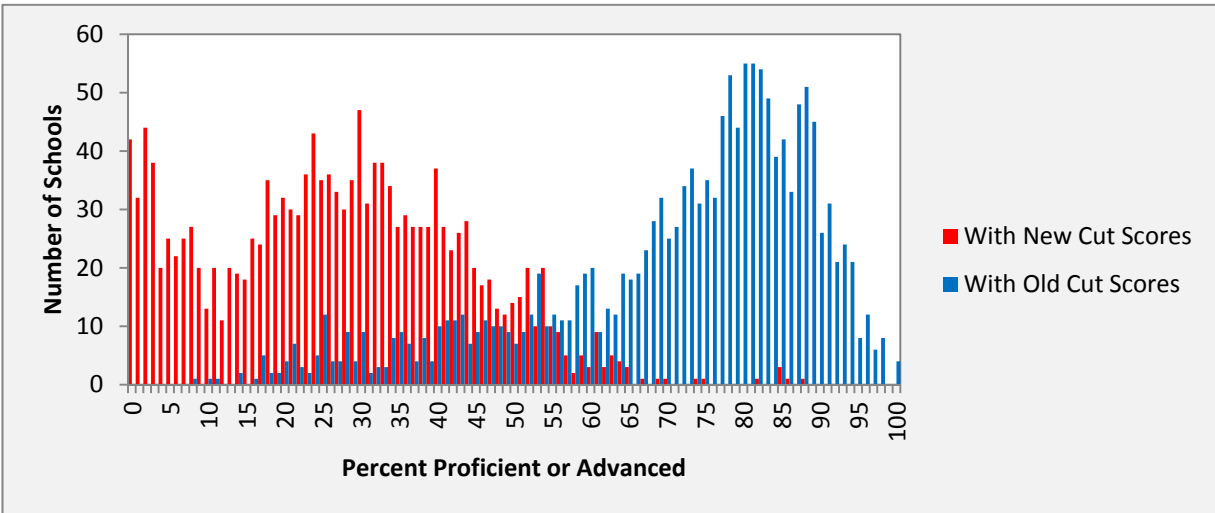


Figure 11. Shift in elementary/middle school distributions of social studies proficiency from old to new cut scores.

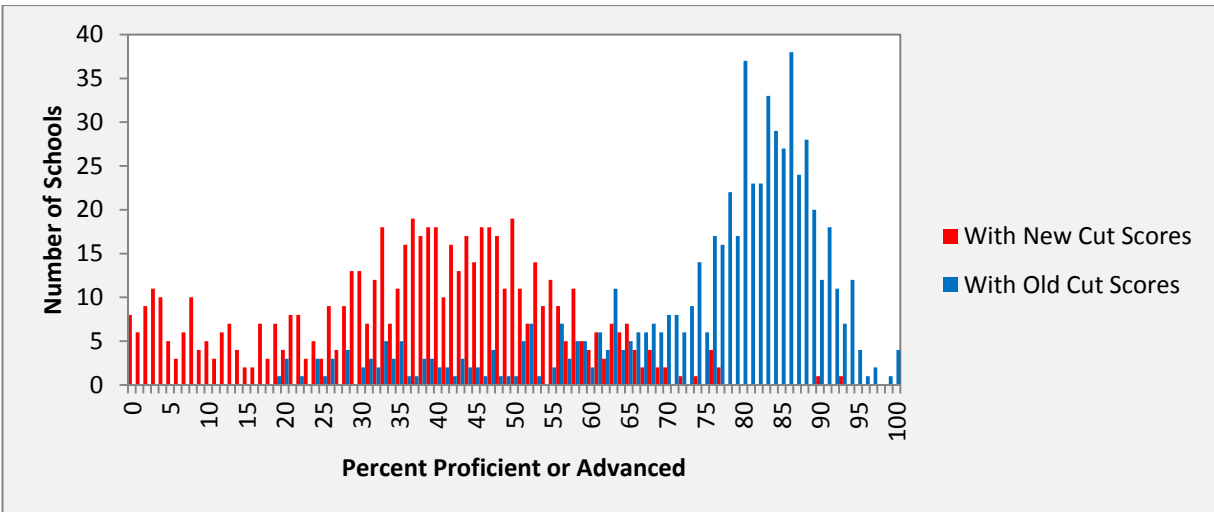


Figure 12. Shift in high school distributions of social studies proficiency from old to new cut scores.

As can be seen from Figures 1 through 12, the rigor of performance expectations on Michigan’s standardized assessments has increased dramatically. For more information about how these cut scores were derived, please refer to the Technical Appendix (Attachment 13.A).

Through the implementation of the Common Core and the adoption of challenging assessment measures, Michigan is able to deliver — with rigor— on its promise of excellence and equity for its young learners. Consistent with our commitment to learning for all students, we are cognizant there are special populations that require additional achievement support: English language learners and students with disabilities. How we’ll deliver on our commitment to these students in particular is a significant part of our story.

### Students With Disabilities

Michigan is a governing member of the Dynamic Learning Maps Consortium, which is developing Common Core Essential Elements and a new alternate assessment for students with significant cognitive disabilities. The Essential Elements are in final draft. As soon as they become available, MDE will provide crosswalk documents and professional development to assist schools in transitioning to their use.

Michigan’s strong agency/stakeholder collaboration ensures that all educators that all students are expected to meet the Common Core State Standards/Common Core Essential Elements with supports and services as needed.

Through a number of initiatives, the state will continue to guide school districts in the analysis of student data in order to provide appropriate levels of student assistance and ensure timely

acquisition in meeting the standards. [Michigan's Integrated Behavior and Learning Support Initiative \(MiBLSi\)](#), for example, coaches school district personnel on the collection and analysis of academic and behavioral data, and the implementation of a school-wide tiered intervention system. Additionally, an MDE multi-office team has provided materials and trainings on tiered intervention to districts not involved in MiBLSi. The core elements of a tiered intervention system have been integrated into the school improvement process to ensure that any student who is not progressing toward the standards will receive additional assistance.

Another mandated activities project from the Office of Special Education, [Reaching and Teaching Struggling Learners](#), strives to ensure positive outcomes for all learners by exploring effective secondary school practices and their impact on all students. The initiative is designed to reduce the risk of dropout. Teams support students during their high school experience and foster a culture of high expectations for all students in the school. The teams share data, observations, and ideas with each other and their staff as each team works to create positive outcomes for students by addressing school improvement practices.

Moreover, the [Michigan Transition Outcomes Project \(MI-TOP\)](#) project facilitates the development of effective systems that help students with disabilities as they work to achieve postsecondary outcomes. The project supports effective transition practices to ensure all students with disabilities are prepared for postsecondary education, employment, and independent living. MI-TOP provides mandatory professional development to transition coordinators around the state on an ongoing basis.

Federal IDEA funds are being used to complete the [Michigan Online Professional Learning System \(MOPLS\)](#) — an online, interactive, user-driven program available to all Michigan educators who want high-quality professional learning options. MOPLS supports teachers as they deliver content and instruction aligned to the Common Core State Standards, and offers ways to engage students who struggle with key concepts in ELA and mathematics. A resource section is offered in both content areas so that educators can extend their understanding of key concepts and methodologies. These resources have been carefully reviewed and selected so that they align to the Common Core. The instructional examples provided through MOPLS were created to provide teachers alternate ways to teach the core content to students who are struggling, specifically students with disabilities.

Two additional MOPLS modules have also been available to Michigan's educators since 2011. The Assessment Selection Guidelines module aids educator teams and assessment coordinators in the correct identification of students with the proper statewide assessment, guiding instructional teams in their assessment decisions with an interactive flowchart. This module acts as a primer for the MEAP assessment, providing users with detailed understanding of Michigan's assessments, the laws and policies that govern them, and sample assessment items. Finally, the Using and Interpreting ELPA Reports program is also available to teachers of English language learners (ELLs) who administer the ELPA. This module, supported with state funds, provides teachers with a complete overview of the assessment reports for the ELPA, starting at the most basic explanations of language domains and score calculation and progressing to a walkthrough of the Student Data File. A second part to this

program presents videos made with the cooperation of five different Michigan regional educational service agencies and districts, showing how districts and schools use scores for student placement, program evaluation, and parent communications.

### English Language Learners

Michigan's existing system of standards, assessments, accountability and supports for English language learners is robust, defined in Michigan's current accountability workbook and meets the federal guidelines. Standards are aligned and Michigan has an assessment for ELLs, as mentioned previously. We use the ELPA to establish annual measurable achievement objectives for progress and proficiency in English and content achievement. Based on ELPA, Annual Measurable Achievement Objectives and local data, LEAs adjust school and district improvement plans to better serve ELLs. MDE has developed a strong array of services, including intensive professional development, and is working with various partners to implement improved services across the state for ELLs.

While these supports are effective in helping ELLs as they achieve the state's existing graduation requirements, it was generally felt that these materials were in need of refinement. The adoption of the Common Core, coupled with the ESEA flexibility waiver opportunity, provides the state with a timely point of departure to engage in this important work.

Michigan is exploring the possibility of joining the World Class Instructional Design and Assessment (WIDA) consortium. WIDA has already established research-based ELP standards and assessments, many professional development tools, and a technical assistance plan. MDE has involved its ELL Advisory Committee (comprised of parents, teachers, and other key stakeholders) in the process, and the Committee highly recommended pursuing the option of joining WIDA. Currently MDE is assessing the technical capacity and content of the WIDA program to ensure its rigor, utility and fit.

We note that the current WIDA ELP assessments have already been aligned to the Common Core standards and include assessments for ELL students with disabilities. WIDA has over 27 member states and has received the federal Enhanced Assessment Grant whose purpose is to develop online ELP assessments for English learners and improve overall measurement of the Common Core. MDE's team met with the WIDA representatives on January 30, 2012, and reviewed a memorandum of understanding between the two entities, as well as other detailed processes and procedures to better inform the MDE team's decision making process regarding possible partnership with WIDA. MDE hopes to reach a decision about its next steps by spring of 2012, and will establish a clear action plan for implementation at that time.

Regardless of whether the state joins the WIDA consortium or continues to administer its unique English Language Proficiency Assessment, all Michigan schools are required to disaggregate multiple achievement measures of English language learners when developing and implementing their district and school improvement plans. They identify achievement gaps, state the reasons for those gaps, and submit specific academic goals, objectives, strategies and activities that would close the



achievement gaps between ELLs and their non-ELL counterparts.

MDE also provides technical assistance to all schools based on Annual Measurable Achievement Objectives of English language learners and other criteria. Technical assistance and professional development incorporate webinars, video conferencing, web dialogues, annual conferences and individualized meetings. The annual Special Populations conference also includes sessions for technical assistance and best instructional practices.

With assistance from Great Lakes East, MDE launched the Sheltered Instruction Observation Protocol (SIOP) Model Capacity-Building Professional Development Initiative in 2009, to address the needs of English learners in the state. The purpose of the initiative is to develop the capacity of the department to provide sheltered instruction training of trainers across the state that will improve the achievement of English learners, particularly in content area classes.

Since 2009, MDE has provided a statewide five-day professional development “Train the Trainer” model to a cohort of 20 educators per year in SIOP and Blueprint for Exceptional Writing (process writing). Each MDE trainer provides a four-day regional workshop in the summer to about 40-60 educators and provides ongoing job-embedded professional development with model lessons, debriefing and collegial visits.

MDE has collaborated with Great Lakes East and American Institute for Research (AIR) to develop an evaluation design that determines whether student achievement improves as a result of this work.

#### Accelerated Learning Opportunities

In recent years, MDE has sought to pioneer new approaches to accelerated and innovative learning. Not only has Michigan initiated the concept of credit that is based on proficiency with the Michigan Merit Curriculum, but it also has implemented [seat time waivers](#), which allow schools to provide instruction at any time and at any location, with individual attention to students working at their own pace. These opportunities are provided through online education programs and/or work experience that integrates the content standards.

Michigan has also implemented the early/middle college concept with a great deal of success. The number of early/middle colleges and students enrolled in early/middle colleges has dramatically increased over the past three years. The state is considering strategies for boosting the number of early/middle college programs working in the state. Currently, early/middle colleges must undergo a fairly rigorous review process before enrolling pupils and commencing operation. This process is based solely on past practice rather than any statutory foundation; state leaders are considering ways to reduce or eliminate the burden of this process in a way that incentivizes growth in the number of Michigan’s early/middle colleges.

Nearly 13,500 — or more than 7 percent of eligible Michigan students — are participating in dual enrollment opportunities, a number that we estimate to increase as the state legislature works to

loosen student eligibility requirements. Pending statutory amendments would help eliminate grade level and test score requirements that serve as barriers to dual enrollment, and allow non-public and home-schooled students to take part in these types of opportunities.

Michigan also has nearly 64,500 students participating in advanced and accelerated learning opportunities, including more than 770 International Baccalaureate program students.

#### Ongoing Stakeholder Communication & Professional Development

Michigan is already using its network of partner agencies and organizations to provide specific support to educators. In addition to the development opportunities provided by the state's regional educational service agencies, Math/Science and Regional Literacy Centers, and other partner organizations (see page 38), Michigan school leaders have access to other quality tools and information through the following resources:

- Michigan has ongoing relationships with their colleges and universities, professional associations such as the Michigan Association of Secondary School Principals, the Michigan Association of Public School Academies, and other membership and/or advisory organizations that allow for direct interaction, dialogue and learning opportunities for Michigan principals. Administrators can attend endorsement programs to earn specialty and enhanced endorsements that are added to their school administrator certification. These specialization and enhancement areas include, but are not limited to curriculum, instruction, as well as principal and superintendent enhancement. MDE works closely with the administrator preparation institutions, associations, and organizations to disseminate effective practices and provide training presentations at conferences and other events.
- [Michigan State University's Office of K-12 Outreach](#) has provided instructional leadership development during the past six years, as part of our Statewide System of Support. Michigan State University will continue to partner with MDE to develop training for local specialists who can provide tools and processes to improve the quality of leadership at both the district and building levels.
- In order to boost systematic instructional improvements in Priority and Focus schools, the [Michigan Coaches Institute](#) is preparing a cadre of experienced educators highly skilled in facilitating professional learning that leads to demonstrable results in student achievement. Coaches will be a key mechanism for providing on-site support.

As stated earlier, curriculum and instructional decisions are the responsibility of the districts, with MDE guidance and support. The state provides resources to promote the use of appropriate technology and curriculum. These include:

- [Michigan Online Resources for Educators \(MORE\)](#) portal: a collection of standards-based free curricular resources for districts and regional educational service agencies to use to help

deliver innovative instruction.

- The [Teaching for Learning Framework \(TLF\)](#): created to support effective instruction in challenging content across all grade levels and content areas. The Framework outlines 77 research-based Essential Skills (organized into 14 Fundamental Processes and 3 Core Elements) that can be learned, practiced, and utilized by classroom teachers to efficiently and effectively deliver instruction. The instructional guidance contained in this website are meant to complement the curricular resources in the MORE portal by helping educators to effectively match the Essential Skills to the content and learning objectives to which they are teaching in order to maximize student learning.

Currently, MDE is working with the Michigan Association of Intermediate School Administrators (MAISA) on its [Collaborative Career and College Readiness Standards project](#). The goal of the project is to design model curricular units in mathematics and ELA (based on the Common Core) that will serve as a basis for curriculum development at the local level. These units also will serve as a professional development tool to help teachers respond to the instructional implications of the Common Core.

#### Aligning Teacher Preparation with Common Core State Standards

MDE is currently working in conjunction with content experts throughout the state to examine and revise teacher preparation endorsement standards in English Language Arts to better align with the Common Core State Standards. We will continue to examine the need for revising standards as P-12 content evolves, to ensure Michigan's teachers are prepared to deliver the depth in content knowledge of the P-12 curriculum.

In addition to developing and revising content standards, MDE worked with stakeholders to develop [Professional Standards for Michigan Teachers \(PSMT\)](#), adopted by the State Board of Education in 2008.

The PSMT guides teacher preparation institutions in developing programs that address the following elements:

- The creation of effective learning environments for all students
- The use of innovative technology, including online and virtual learning environments
- Depth in content knowledge and content specific pedagogy
- Instructional design and assessment
- Responsibility and relationships to the student, the school, the district, and the greater community.

MDE authorizes teacher preparation at Michigan's colleges and universities after those institutions demonstrate program alignment to the PSMT.

We are revising the [Michigan Test for Teacher Certification \(MTTC\)](#) program to align with the Common Core. Currently, the basic skills mathematics and the basic skills writing subtests are aligned to the Common Core. Michigan’s K-12 teachers and college/university educators are participating in content advisory committees that approve test framework and items for the Common Core-aligned basic skills subtests. By actively participating in this process, K-12 teachers and college/university teacher educators experience and contribute to the direct application of the Common Core to the approval for licensure of Michigan’s teachers for the 21<sup>st</sup> century.

All special education teachers in Michigan are required to obtain a general education teaching certificate first before a special education endorsement is added. In this way, we ensure every Michigan teacher knows and understands the Common Core. The institutions that prepare special education teachers will have professional training on the Common Core Essential Elements to ensure that teachers of students with severe cognitive disabilities graduate with the understanding they’ll need in their work. MDE will provide this training through the Special Education IHE committee in the spring of 2012.

Michigan views the adoption of the Common Core State Standards as a catalyst for continued systematic change. MDE will work closely with representatives of teacher preparation institutions and key stakeholders to ensure the Common Core is fully supporting career- and college-readiness for all learners in Michigan.

### Our Partners

Michigan is able to implement its career- and college-readiness agenda because of MDE’s partnership with state-level organizations whose goals are to support an equitable and academically rigorous public education system in the state. They are essential in increasing awareness of the Common Core State Standards and in preparing students to be career- and college-ready.

These partners include:

- Our state’s **regional educational service agencies**, a network of 57 regional resource centers for local schools, which have helped deliver regional presentations on standards and assessments. These organizations were vital in the work to unpack and crosswalk the Common Core with Michigan’s existing academic standards. In providing regional technical assistance and professional learning opportunities, these organizations continue as partners in moving forward with curricular and instructional resources for Michigan educators.
- The **Education Alliance of Michigan**, an independent, non-profit organization made up of the executive directors of the statewide teacher unions, and administrator, parent, postsecondary and school business official associations. This alliance has established working relationships across stakeholder groups that enable it to exchange ideas and develop

education policy recommendations that improve the design and delivery of education at all levels from infancy through adulthood.

- A system of 33 [Math/Science Center Networks \(MSCN\)](#), which bring together STEM professionals from Michigan’s institutions of higher education, talented faculty members, and other state and regional supports to transmit effective practices;
- The [Michigan Assessment Consortium \(MAC\)](#) consists of individuals and organizations that work together to promote the use of balanced assessment systems in Michigan schools, so that students learn, grow and flourish. MAC is the only statewide organization helping educators, and their organizations improve student learning and achievement through aligning systems of coherent curriculum, balanced assessment and effective instruction.
- The [Michigan STEM Partnership](#) is a statewide collaboration elevating STEM literacy and competencies in a way that increases Michigan’s economic strength to retain and attract desirable jobs. This includes the goal to increase the number of students who graduate from high school career- and college-ready without remediation. Members of this partnership include business industry, nonprofits, PK-20 education, students, parents, local and state community organizations and government.
- [Michigan Virtual University \(MVU\)](#) provides online learning opportunities and collaborative tools for students and K-12 educators.
- [Regional Literacy Training Centers \(RLTC\)](#) have worked to support the development of online and other resources to support ELA achievement.

State affiliates of national organizations committed to supporting the dissemination of the career- and college-ready agenda include:

- The [Michigan Association for Supervision and Curriculum Development \(MASCD\)](#)
- Teacher unions including the [Michigan Education Association](#) and the [American Federation of Teachers-Michigan](#)
- The [Michigan Parent/Teacher Association \(PTA\)](#)
- Other professional organizations comprised of school leaders, board members, and school support staff.

The adoption of the Common Core has allowed Michigan to be a part of various multi-state conversations about implementation and assessment of a common set of standards, including the [Council of Chief State School Officers \(CCSSO\)](#) Implementing the Common Core Standards meetings and the [Association of State Supervisors of Mathematics \(ASSM\)](#) monthly web-meetings. Leveraging these networking opportunities, along with Michigan’s focus on preparing all students to be career- and college-ready, has spurred the our state’s education agencies and partners to find ways to break

down silos created by funding sources and task demands. As a result, an MDE “Career- and College-Ready Core Team” has been developed with the purpose of developing common messages, complimentary and parallel activities, and the sharing of expertise.

This work will be done through six workgroups:

- Effective Instruction and Interventions: Provide resources and guidance, for the implementation of effective, relevant instruction for all students based on rigorous academic standards.
- Balanced Assessment: Develop a system of formative, interim, and summative assessments based on rigorous common content standards.
- Supporting Effective Educators: Support multiple pathways to educator licensure and provide assistance to districts in ensuring that all students receive instruction from an effective teacher.
- Accountability and Transparency: Ensure that student achievement and progress are appropriately measured, reported, and used for continuous school improvement.
- Infrastructure: Provide support, guidance, and statutory reform to help build the foundation for effective data systems, foundation, and technology support.
- P-20 Transitions: Align early childhood programs and services and postsecondary education with standards for K12 content and instruction.

Workgroups will initially be used to organize work across MDE offices, but eventually other stakeholders will be added to groups as the work evolves.

### Involving Our Parents

Parents are key partners in the education of every Michigan child. To support and extend their engagement, MDE has developed the ["Collaborating For Success" Parent Engagement Toolkit](#); a comprehensive, research-based resource that includes pertinent and practical information, proven strategies and tools to assist in enhancing parent engagement efforts and/or providing a simple yet powerful guide to jump start school programs. The toolkit is also available in Spanish and Arabic versions to ensure proper inclusion of all populations.

### Putting It All Together

All the strategies and teams described in this section work together with one singular aim in mind: effective student preparation and achievement. Every child attending a Michigan school will experience the best we have to offer in the way of curriculum, instruction, assessment and results. To this end, we will work with our partners to deliver high-quality systems and support that is continuously improving for the benefit of all.

But it does not stop there. We are also reaching beyond K-12 to ensure our state addresses the needs of all learners, even those who are not yet old enough to attend school.

In 2011, the Governor established an [Office of Great Start](#) within the Michigan Department of Education. The new office combines the Department of Human Service's Office of Child Development and Care and the Head Start State Collaboration with the Department of Education's Office of Early Childhood Education and Family Services. By housing the office in the Michigan Department of Education, the state sends a strong signal about the importance of early care and education: it's not about baby-sitting, it's about learning and development in ways that allow for adequate stimulation, brain development, and preparation for school.

The Office of Great Start is responsible for management and leadership for all publicly-funded early education and care programs, including Child Development and Care, the Head Start Collaboration Office, state Pre-Kindergarten (Great Start Readiness Program), early intervention (Part C of IDEA, called Early On in Michigan), early childhood special education (Part B, Section 619), and the state parent education initiative (Great Parents, Great Start), and is responsible for collaborative efforts with other offices that use available Title I, Part A funds and state at-risk (Section 31a of the State School Aid Act), as well as funds for migrant, dual language learning young children, and funds for homeless children for young children. Bringing these funding streams under one management authority allows for a coordinated system of standards, assessment and accountability and for collaborative efforts to develop regional recruitment and enrollment strategies to serve more vulnerable children in high-quality settings. MDE is working with the Early Childhood Investment Corporation with Early Learning Advisory Council funds to revise and enhance our Early Childhood Standards of Quality documents to include alignment from Infant-Toddler through Preschool/Prekindergarten to K-3 standards. Contracted writers are working with large advisory groups to complete the alignment and enhanced documents this school year. The standards and assessments designed to measure program quality are used in all programs and form the basis for the state's Tiered Quality Rating and Improvement System (Great Start to Quality), which is used for all licensed, regulated, and child care subsidy programs and settings. Aligning these initiatives with kindergarten and the primary grades is a necessary foundational step to ensuring that vulnerable children have a chance to enter school prepared for its rigors, safe, healthy, and eager to succeed.

The Michigan Office of Great Start will manage a coherent system of early learning and development that aligns, integrates and coordinates Michigan's investments in critical early learning and development programs.

We are reaching beyond K-12 in our approach, and taking bold steps to boost readiness and achievement in our schools.

## 1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Michigan is taking the opportunity offered by the ESEA Flexibility waiver to develop a truly unified and differentiated system of accountability and support. The proposed accountability system combines: (i) normative ranking approaches, which allow us to identify those schools most in need of intervention to increase student performance and close achievement gaps, with (ii) a criterion-referenced proficiency-based approach that requires all schools to reach ambitious and attainable proficiency goals and systematically address the needs of every learner. This accountability system uses an easily accessible “scorecard” and intuitive color-coding in order to continue to leverage the importance of light-of-day reporting and increased information to educators, parents and community members. The accountability system informs the differentiated system of recognition and supports, allowing resources and targeted interventions to be accurately deployed to districts. In all of this, Michigan reaffirms our singular focus on increasing student achievement through the targeted use of strategic interventions and best practices that are informed by data and accountability.

#### Our Theory of Action → Principle Two

If a school’s challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- **Consistent implementation of career- and college-ready standards**
- **Rapid turnaround for schools not meeting annual measurable objectives (AMOs)**
- **Reduction in the achievement gap**
- **Reduction in systemic issues at the district level**
- **Improvements to the instructional core**
- **Better understanding/utilization of data**
- **Improved graduation and attendance rates**
- **Building of/support for effective teaching**

- **Building of/support for school leadership capacity**
- **Effective accomplishment of responsibilities by district leadership**

Our work on this principle will breathe life into all components of Michigan’s Theory of Action, and allow us to support teaching and learning in customized, diagnostic ways. Our plans build on available knowledge and resources — standards, instruction and assessment — to make real our twin pillars of excellence and equity for all Michigan learners.

Here’s how it will work:

- MDE will rank its schools, developing a “Top to Bottom” List of schools and their performance. The ranking will be based on *student achievement, student growth over time, school improvement over time, and achievement gaps* across all five tested subjects (mathematics, reading, science, social studies, and writing). This list and the methodology used in compiling it are incorporated throughout the accountability system.<sup>2</sup>
- MDE will also generate an Accountability Scorecard for every school, showing their performance on proficiency and improvement targets for all students and for all subgroups. This scorecard will provide schools with Green, Yellow or Red ratings that allow them to assess at a glance where their areas of strengths and weakness lie. This is discussed in greater detail in Principle 2B.
- One of the key innovations allowing us to focus relentlessly on closing achievement gaps is the addition of the “Bottom 30%” Subgroup that will be used along with the nine traditional subgroups. This subgroup consists of the lowest-performing 30% of students in every school. Its use will ensure that schools are held accountable for increasing the achievement levels of their lowest performing students, and that all schools testing at least 30 full academic year students have a subgroup regardless of the demographic composition of their school. By improving the achievement of the bottom 30% subgroup, a school improves its overall achievement, improves the achievement of low-performing students in each of the demographic subgroups, and closes its achievement gaps.
- Schools at the bottom 5% of the Top to Bottom list will be identified as Priority schools (or persistently low achieving schools). Within the Priority school category, four sub-classifications will be used to facilitate triage and ensure appropriate supports are delivered (see Table 1).

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<sup>2</sup> We would like to note that the Top to Bottom methodology is a modification of the federally prescribed ranking rules for school improvement grants to persistently lowest achieving schools. Over the course of the 2010-2011 school year, MDE took the original methodology for persistently lowest achieving schools, engaged in multiple and repeated conversations with stakeholders regarding the methodology, and made significant revisions based on that stakeholder feedback. Revisions included adding the achievement gap to the rankings, standardizing scale scores to better compare students and schools, adding graduation rate, and a variety of other improvements. The Technical Appendix contains a chart comparing the two methodologies, along with more detail on the changes made through this iterative process with our stakeholders. Although that stakeholder feedback was generated prior to the ESEA Flexibility opportunity, we would like to acknowledge that the yearlong process on the Top to Bottom ranking was an important component in helping to position us to submit this flexibility application.

- The 10 percent of schools with the largest achievement gaps in the state will be categorized and treated for improvement as Focus schools. The achievement gap is calculated as the distance between the average scale score for the top 30% of students and the bottom 30% of students in that each school. Larger gaps decrease a school’s overall ranking; smaller gaps help raise their ranking.
- A list of schools Beating the Odds will be developed. A school will be considered as “beating the odds” when it outperforms its predicted Top to Bottom percentile ranking as predicted by schools’ demographic makeup, or based on outperforming the 30 most demographically similar schools in the state.
- A list of schools making and not making Adequate Yearly Progress. AYP will now be presented in a scorecard approach, and incorporates proficiency targets on career- and college-ready cut scores.
- A list of Reward schools will be identified. Identification will result from the following:
  - Making Adequate Yearly Progress (being a Green or Yellow school)  
AND
  - Achieving one or more of the following distinctions:
    - Being in the top 5% of the Top to Bottom ranking
    - Being in the top 5% of schools on the improvement measures in the Top to Bottom ranking
    - Being a school identified as Beating the Odds
    - Being a school showing continuous improvement beyond the 2022 proficiency targets
- All Schools in Michigan – whether they are Title I or not — will be subject to state-level requirements and eligible for MDE support/assistance upon request.

The categories and interventions are summarized in Table 1, below.

**Table 1. Intervention strategies for Priority, Focus and Reward schools.**

Category/Level of Need	Indicators	Intervention(s)
<b>PRIORITY SCHOOLS</b>		
<p>CLASSIFICATION OF TITLE I PRIORITY SCHOOLS</p> <p>In order to differentiate for supports from the Statewide System of Support, all Priority schools will choose one of the four School Improvement Grant Reform/Redesign models to implement: 1) closure 2) restart as a charter 3) transformation 4) turnaround</p>		
Category 1 Targeted Needs	<ul style="list-style-type: none"> <li>Time in Bottom 5% (1 year)</li> <li>Strength of leading/lagging indicators</li> <li>Fidelity of reform plan implementation</li> </ul>	<ul style="list-style-type: none"> <li>School Reform Office</li> <li>Title I set-asides required</li> <li>Ongoing monitoring and assistance from School Support Team</li> <li>Data Workshop</li> </ul>
Category 2: Serious Needs	<ul style="list-style-type: none"> <li>Time in Bottom 5% (2 years)</li> <li>Strength of leading/lagging indicators</li> <li>Fidelity of reform plan implementation</li> </ul>	<ul style="list-style-type: none"> <li>School Reform Office</li> <li>Title I set-asides required</li> <li>Ongoing monitoring and assistance from School Support Team</li> <li>District Intervention Team</li> <li>Intervention Specialist</li> <li>Statewide System of Support components</li> </ul>
Category 3: Critical Needs	<ul style="list-style-type: none"> <li>Time in Bottom 5% (3+ years)</li> <li>Strength of leading/lagging indicators</li> <li>Fidelity of reform plan implementation</li> </ul>	<ul style="list-style-type: none"> <li>School Reform Office</li> <li>Title I set-asides required</li> <li>Ongoing monitoring and assistance from School Support Team</li> <li>Intervention Specialist</li> <li>Statewide System of Support components</li> </ul>
Category 4: Intensive Needs	Recommendation by the School Reform Officer	<ul style="list-style-type: none"> <li>State take-over</li> </ul>
<b>FOCUS SCHOOLS</b>		
Year One	The 10 percent of schools with the largest achievement gaps in the state (top 30% of all students compared to bottom 30% of all students) – FIRST year	<ul style="list-style-type: none"> <li>Comprehensive Needs Assessment</li> <li>Content coaching</li> <li>Culture/climate intervention</li> <li>District support toolkit</li> <li>Multi-tiered systems of support</li> <li>Stakeholder meetings</li> <li>Superintendent's Dropout Challenge</li> <li>Surveys of Enacted Curriculum</li> <li>Technical assistance workshops</li> <li>Title I set-asides required</li> </ul>
Year Two	The 10 percent of schools with the largest achievement gaps in the state (top 30% of all students compared to bottom 30% of all students) for TWO consecutive years	<ul style="list-style-type: none"> <li>Built-out SST</li> <li>Deep/diagnostic needs assessment to identify root causes</li> <li>District Improvement Facilitator (DIF)</li> <li>District stakeholder meetings with affected populations</li> <li>School Improvement Plan with tiered system of supports, approved by RESA, monitored by DIF</li> </ul>

**REWARD SCHOOLS**

Reward	Top 5% on state Top-to-Bottom List	<ul style="list-style-type: none"> <li>• Recognition in Annual Education Report</li> <li>• Local Media Recognition</li> <li>• Recognition at MDE and Educational Organization Conferences</li> <li>• Promising Practice Videos</li> <li>• Networking Meetings</li> <li>• College/University Recognition</li> <li>• Financial Flexibility</li> <li>• Corporate and/or Philanthropic Recognition</li> </ul>
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Figure 13 below demonstrates how the components of the accountability system work together to hold all schools accountable. If a school is a Priority school, it cannot be a Focus school or Reward school, and is “Red” on the Accountability Scorecard. Focus schools are also “Red” on the Scorecard. Reward schools are drawn from those schools who are not Priority, Focus, or “Red” on the Scorecard, and are identified as high-achieving, high-improvement, or Beating the Odds.

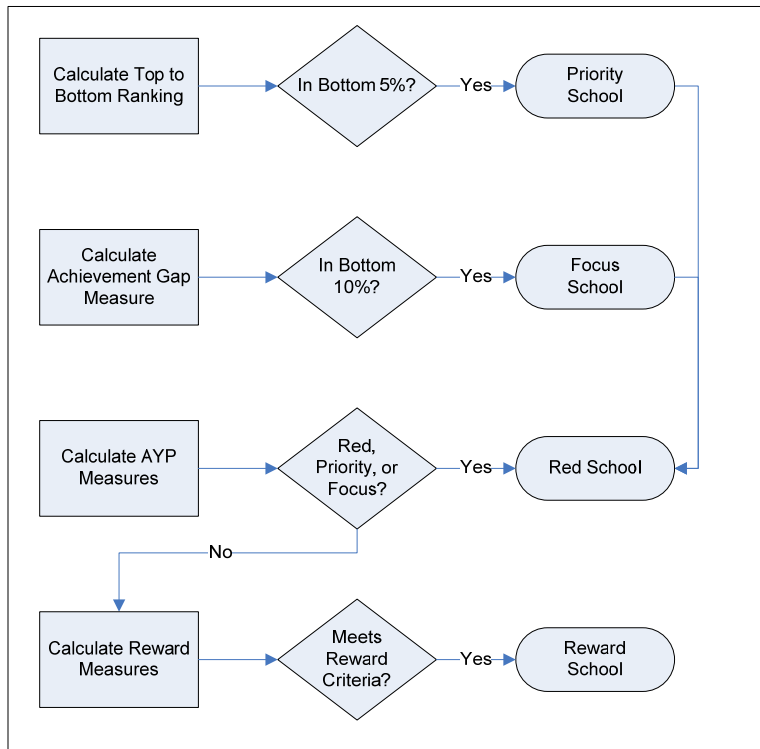


Figure 13. Michigan’s accountability system as a coherent whole.

The way that all schools are accounted for in Michigan’s accountability system as a whole is presented in Figure 14 below. As can be seen, all Priority and Focus schools are Red in the Red/Yellow/Green color scheme, with Reward schools spanning the Green/Yellow boundary. All schools are included in the Green, Yellow, and Red buckets—the color-coded Accountability Scorecard ensures that all schools receive a meaningful accountability status. A low-achieving school—for example, one that is ranked at the 10<sup>th</sup> percentile—with a small achievement gap would not be designated as a Priority school or a Focus school. However, it would still receive a “Red” rating, which indicates to the school and its stakeholders that there are areas of concern at that school.

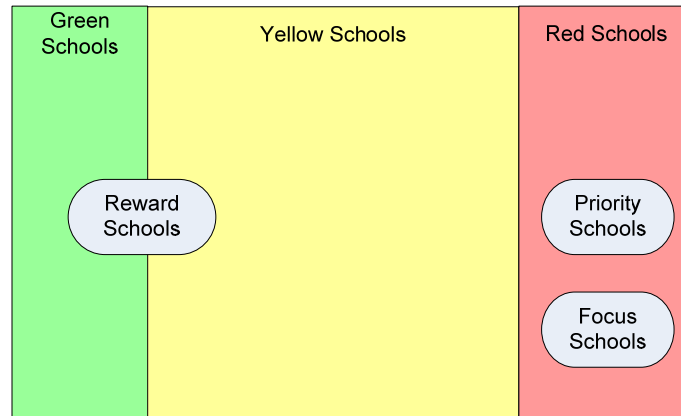


Figure 14. Venn diagram of schools in Michigan’s accountability system.

### **All Schools**

All Michigan schools are required to carry out the following action steps each year:

- Complete a Comprehensive Needs Assessment (CNA);
- Develop or revise a School Improvement Plan;
- Provide an Annual Education Report to the public in accordance with Michigan law; and
- Submit other academic, financial and compliance data to the RESA and state as required.

Michigan’s proposed accountability system, submitted pursuant to this ESEA Flexibility waiver opportunity, will not change the basic activities and submission requirements for schools. Rather, the new system will build on these basic elements to support rapid improvement and change for schools that are most in need of support.

### **Priority Schools**

Schools at the bottom 5% of Michigan’s Top to Bottom list will be identified as Priority schools. Pursuant to Michigan law, all schools in this category are under the purview of the [Michigan School Reform/Redesign Office \(SRO\)](#). The responsibilities of the SRO are as follows:

- Identification of Priority schools (also considered Persistently Lowest Achieving (PLA) schools per Michigan legislation);
- Notification of school boards/charter school authorizers with Priority schools;
- Review of reform plans with recommendations for approval or recommendations for revision and resubmission;
- Notification to school boards/charter school authorizers of Plan Approval/Disapproval;
- Ongoing monitoring and documentation of implementation of reform plans;
- Establishment of the Reform/Redesign District comprised of schools whose plans were disapproved, and those schools not making significant growth toward student achievement; and
- Decision regarding LEA oversight of PLA schools or transfer to the Reform/Redesign District.

In addition to general oversight, the School Reform/Redesign Office will provide technical assistance and professional learning support to address the fidelity of implementation of the reform plans. Monitors working with the schools will not only address the general compliance with its plan, but will support a range of implementation considerations through coaching and a professional learning program. The School Reform/Redesign Office will provide strategic support through the following efforts:

- Coordination of MDE reform efforts to ensure thorough integration of activities and monitoring of Priority schools;
- Review and analysis of state policies and legislation that might cause barriers to rapid turnaround in schools;
- Development of policies and strategies to support effective school leaders in Priority schools;
- Strengthening of teacher effectiveness in Priority schools through a combined program of “just-in-time” technical assistance, along with a program of professional learning that is job-embedded, uses best practices, and is linked to Michigan’s Teaching and Learning Framework and the Common Core standards; and
- Identification and development of tools and resources to ensure schools implement redesign plans using outcomes-based practices that are designed specifically for rapid turnaround.

Based on all of these efforts, the School Reform/Redesign Office will develop a district intervention model for rapid turnaround that will be used to sustain school level interventions at the district level. The goal of this model is to not only address the components of reform, as are outlined throughout this proposal, but also to address the systems that schools need to develop capacity to implement reform with fidelity. The creation of the School Reform/Redesign Office is crucial for Priority schools to develop this capacity for a number of reasons. First, it creates a central office within MDE to oversee monitoring and decisions about all Priority schools, no matter whether they are Title-I funded or not. Second, the SRO bridges a number of programs and offices within MDE that are directly or indirectly involved in addressing moving reform targets and encourages cross-office collaboration to address the broader, holistic needs of Priority schools. As such, the SRO will also anchor some specific collaborative initiatives, such as the development of supports to eliminate the various achievement gaps that exist within individual schools or districts, as well as statewide for certain subgroups. Finally, the SRO is crucial for Priority schools that are not Title-I funded, in that it will provide a similar set of supports and coordinate and leverage other MDE efforts to support these schools.

The School Reform/Redesign Office is the last opportunity for Priority schools to address persistently low achievement with some focused options while staying under the governance of the local school district. Schools adopt one of the four federal reform models (1003g School Improvement Grant) while under the supervision of the School Reform/Redesign Office. Schools will engage in a year of reform planning, and continue with up to three years of monitoring and support during implementation before decisions about governance and control are made.

Before we describe our Priority School interventions, we recognize that these schools are all going to look very different from one another. Based on our analysis, we can see the bottom 5% of the state's Top to Bottom list is comprised of urban, rural and suburban schools, small and large schools, charter and traditional schools, schools with all types of grade configurations, and schools with radically different approaches to teaching and learning. Some schools will have been in the bottom 5% for some time, while others may be experiencing only temporary troubles.

Thus, there will not be a "one size fits all" approach to solving the problems in these buildings, because there are many different reasons why these problems exist in the first place.

### Specific, Diagnostic Interventions

Michigan will allow for customized interventions and supports to be developed at the local level, with support from an array of experts. This is why subcategories of performance exist, as depicted in Table 1. The state will need to understand and accommodate many different types of concerns within each of its Priority Schools in order to ensure a targeted, effective remedy. This will require extensive coordination among MDE offices, stakeholders, and experts.

To begin, however, all Priority schools will be required to undertake the following, to ensure turnaround and success:



- Implement a state-approved Reform/Redesign Plan aligned to their needs over the course of four years: one year of planning and three years of implementation. The four Reform/Redesign options are:
  - Closure;
  - Restart as a charter school;
  - Turnaround; and
  - Transformation
- Participate in a comprehensive, job-embedded professional learning program that is designed to increase capacity for turnaround by providing tiered supports for administrators, teacher leaders, and teachers around the following:
  - Effective ways to understand and address the root causes of their performance issues;
  - Successful implementation of the components of the four reform/redesign models, and considerations for the design of effective school reform plans;
  - Effective instructional practices, including specific supports for differentiated instruction, management of learning practices, implementing rigorous standards and learning tasks, and utilizing technologies to support learning;
  - Implementation of a multi-tiered system of supports for professional learning, mentorship, community engagement, and other critical practices
  - Identification and response to challenges to the reform effort, with progress monitoring tools in core subjects and skills;
  - Data utilization for curricular and instructional policy and formative student assessment; and
  - Any other strategies or approaches necessary to improve performance and reduce achievement gaps.
- Participate in the components of the Statewide System of Support, as provided by regional educational service agencies:
  - A trained School Improvement Facilitator from the regional educational service agency will be part of a School Support Team that meets with the school to support and monitor school improvement efforts;
  - A Data Workshop in the first year of identification in order to identify the root causes of the school's low achievement; and
  - Based on the building's needs, implement the appropriate SSoS components:

- Content Coaches
  - Professional learning aligned with the building needs
  - Culture/Climate intervention (e.g., behavioral support systems, cultural competency building among staff and students)
  - MDE approved Restructuring model from an outside provider
- Obtain MDE-level desk reviews of School Improvement Plans, to ensure they accurately identify the root causes of local performance challenges and contain the elements necessary to address them.
  - Receive ongoing monitoring and technical assistance through the efforts of a local School Support Team (SST), staff from MDE’s Office of Educational Improvement and Innovation, the School Reform/Redesign Office, local RESA officials, and other experts as appropriate.
  - Obtain Surveys of Enacted Curriculum (SEC) to all core content teachers to analyze the degree of alignment between current instruction and state standards and assessments.
  - Participate in the Superintendent’s Dropout Challenge by identifying 10-15 students in all elementary, middle and high schools who are nearing or in a transition year with multiple dropout risk factors and provide research-based supports and interventions. MDE has data that indicates higher performance in participating schools compared to non-participating schools in both graduation rate and dropout rate.

#### Title I Set-Asides for Priority Schools

All districts with Title I Priority schools will be required to set aside an amount equal to up to 20% of the LEA Title I allocation for the following purposes:

- Transportation for students whose parents choose to transfer students in accordance with Title I, Part A, Section 1116(b)(1)(E) (required). The amount to be reserved will be negotiated with the state, but must be sufficient to support all reasonable and approvable transfer requests.

AND

- The remaining amount from the 20% obligation will be used for at least one of the following options:
- Option 1: Support Increased Learning Time (required in Transformation and Turnaround Reform/Redesign models). MDE will implement this option in accordance with the Section 1003(g) School Improvement Grant guidance that states: *“Increased learning time means using a longer school day, week or year schedule to significantly increase the total number of school hours to include additional time for:*

- *Instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;*
- *Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and*
- *Teachers to collaborate, plan, and engage in professional learning within and across grades and subjects.”*

As noted, all Priority schools that choose the Transformation or Turnaround option as their Reform and Redesign Plan will be required to include increased learning time as one of their interventions.

- Option 2: Implement a multi-tiered system of support that includes scaffolded instruction for ELL and SWD students.
- Option 3: Offer professional learning for staff aligned to the building’s needs assessment paying particular attention to the needs of ELL and SWD students if appropriate.
- Option 4: Contract with MDE for a School Improvement Review, which will give the school an external perspective on the processes that best support student achievement.

At the building level, Michigan will replace the current requirement for buildings identified for improvement to “obligate 10% of their building level Title I allocation to pay for professional learning related to the reason(s) why the school did not make Adequate Yearly Progress.” Instead, we will require districts with Priority Schools with serious or critical needs (Categories 2 and 3, as explained below) to set aside an amount no greater than 10% of their building Title I allocation for each Priority School to provide an Intervention Specialist to ensure that this Reform/Redesign Plan is incorporated into the building level School Improvement Plan and implemented by all staff. This Specialist will work with the school’s central office administrators and school board to ensure that monitoring of the plan is ongoing. The district may hire its own MDE-trained specialist or contract with an MDE-appointed liaison.

Priority schools with targeted needs (Category 1 only, as described below) have the option of: (a) hiring an Intervention Specialist, or (b) implementing aligned professional learning. While MDE will encourage all Priority schools to avail themselves an Intervention Specialist, we recognize the effective application of triage to Michigan’s Priority schools is critical. Some Category 1 schools may not need the intensive diagnostic and intervention work that their peers in Categories 2 and 3 will require.

### Levels of Need Among Priority Schools

Priority schools will complete the same documents (CNA, etc) as all schools. However, they will benefit from additional supports depending on their category of need. Priority schools receiving federal Title I assistance or School Improvement Grants will receive specialized technical assistance and support based on the number of years they have been identified as Priority (or formerly, PLA) schools. Please note that all Priority schools fall under supervision of the Michigan School Reform Officer, who provides direction, accountability and support as needed.

#### Category 1: Targeted Needs.

Priority schools in this category will be identified based on the following characteristics:

- Time in Bottom 5% (1 year)
- Strength of leading/lagging indicators
- Fidelity of reform plan implementation

Priority schools with targeted needs will develop or implement their own reform/redesign and improvement plans with monitoring by the School Support Team. If requested, MDE or regional educational service agency staff can provide a desk review and/or data support to highlight root causes and areas of opportunity.

In addition, a Title I set-aside will be required. As noted above, the building may choose from two options:

Option 1: Support the hiring of an Intervention Specialist. This individual will be accountable to the school board and state for ensuring that all aspects of the school improvement plan are carried out with fidelity. The Intervention Specialist will be an expert in diagnosing and addressing root causes in K-12 schools, such as a former superintendent, IHE faculty, or other qualified individual. To become an Intervention Specialist, an individual must receive training, be assessed in their learning, and receive certification from MDE and/or its designee.

Option 2: Provide professional learning aligned with the needs of students and staff.

Each school receiving federal grant assistance in Michigan currently works with a School Support Team (SST) to ensure improvement. Under our revised plan, the SST in Category 1 schools would include a minimum of two members (at least one district representative, and one representative from the regional educational service agency) who will work with the Intervention Specialist, if appropriate, to ensure the provisions of the school's improvement plan are carried out. The SST will:

- Collaborate with the Intervention Specialist, if appropriate, and the School Improvement Team to write or implement the chosen Reform/Redesign Plan in the planning year;
- Incorporate the Reform/Redesign Plan into the school improvement plan in all years;

- Monitor school improvement plan implementation;
- Monitor student achievement at the classroom level; and
- Provide ongoing training and support.

#### Category 2: Serious Needs.

Priority schools in Category 2 will be identified based on the following characteristics:

- Time in Bottom 5% (2 years)
- Strength of leading/lagging indicators
- Fidelity of reform plan implementation

Priority schools with serious needs will develop their reform/redesign and school improvement plans with additional help and support from the School Support Team and an assigned Intervention Specialist. Root cause analysis and feedback will be provided in order to revise the improvement plan or continue implementation if student achievement is improving.

The Intervention Team will consist of a cohort of intervention specialists whose services can support Priority Schools. The Intervention Specialists will be experts in diagnosing and addressing root causes in K-12 schools, such as a former superintendent, IHE faculty, or other qualified individual will be selected, trained and contracted by MDE and/or its designee.

Each school receiving assistance in Michigan currently works with a School Support Team to ensure improvement. Under our revised plan, the SST in Category 2 schools would include a minimum of two members (at least one district representative, and one representative from the regional educational service agency) who will work with the Intervention Specialist to ensure the provisions of the building's school improvement plan (which incorporates the Reform/Redesign Plan) are carried out. The SST will:

- Collaborate with the Intervention Specialist, if appropriate, and the School Improvement Team to write or implement the chosen Reform/Redesign Plan in the planning year;
- Incorporate the Reform/Redesign Plan into the school improvement plan in all years;
- Monitor school improvement plan implementation;
- Monitor student achievement at the classroom level; and
- Provide ongoing training and support.

#### Category 3: Critical Needs.

Priority schools in Category 3 will be identified based on the following characteristics:

- Time in Bottom 5% (3+ years)

- Strength of leading/lagging indicators
- Fidelity of reform plan implementation

Schools in this category will receive strong support from a state-appointed intervention team charged with developing a comprehensive reform/redesign/improvement plan on behalf of the school and/or district. This is not a takeover of the school or district; rather, it is an effort to bring in experts to diagnose root causes and identify appropriate interventions in cases where the school and/or district has struggled to do so for some time. The intervention team will draft the school/district improvement plan to be approved by the school board.

The intervention team will consist of a specialized cohort of intervention specialists whose services can support Priority Schools. They will be selected, trained and contracted by MDE and/or its designee, and will represent:

- IHE faculty/experts;
- Qualified school leaders & staff (especially from successful peers, such as Reward schools);
- Business leaders;
- Attorneys;
- Accountants; and
- Management Consultants

In addition, a building level Title I set-aside will be required to support an Intervention Specialist. This individual will be accountable to the school board and state for ensuring that all aspects of the school/district improvement plan are carried out with fidelity. Through the Statewide System of Support, trained coaches, regional educational service agency staff, aligned professional learning, and/or culture/climate interventions based on the school's needs may be put into place through the Regional Assistance Grant to monitor and assist with results.

As mentioned, each school receiving assistance in Michigan currently works with a School Support Team to ensure improvement. As described in our Category 1 and Category 2 schools, the SST consists of a regional educational service agency consultant and a district representative. Under our proposed plan, this SST model would be “built out” for Priority schools in this category, and would include a minimum of five members who will work with the Intervention Specialist to ensure the provisions of the district's improvement plan are carried out.

A built-out SST may consist of:

- MDE Field Services Staff;
- Regional educational service agency representatives/consultants/coaches;
- School peers; and
- Community leaders

The SST will:

- Collaborate with the Intervention Specialist, if appropriate, and the School Improvement Team to write or implement the chosen Reform/Redesign Plan in the planning year;
- Incorporate the Reform/Redesign Plan into the school improvement plan in all years;
- Monitor school improvement plan implementation;
- Monitor student achievement at the classroom level; and
- Provide ongoing training and support.

Category 4: Intensive Needs. Some Michigan schools are chronically underperforming and need extensive, system-wide support. Recall that these schools are all under the purview of the Michigan School Reform/Redesign Office. In Category 4, the School Reform/Redesign Office will make a recommendation that the school be taken over by the state based on its ongoing failure to make progress.

If the School Reform Officer finds that a school is not making progress in implementing a reform plan, she may recommend that the school be transferred to the [Education Achievement System \(EAS\)](#), a new statewide school district that will operate the lowest performing 5% of schools in Michigan that have not achieved satisfactory results or not followed through on reform plans under the oversight of the School Reform/Redesign Office. The EAS is a “last step” intervention that is responsible for managing schools that have otherwise shown no ability to turn around persistent failure under all other reform and redesign efforts, or those schools that are selected by a district-level Emergency Manager. It is designed to provide a new, stable, financially responsible set of public schools that create the conditions, supports, tools and resources under which teachers can help students make significant academic gains. It will do this by creating new systems and types of schools that are non-traditional and better able to scale and sustain dramatic improvement in student performance. It will first apply to underperforming schools in Detroit in the 2012–2013 school year and then be expanded to cover other low performing Priority schools referred from anywhere in the entire state. The School Reform Office can transfer a school to the EAS if the school is not making adequate progress on implementation of the reform plan as outlined in Section 2D. Any LEA in the state has the option to place schools under the authority of the EAS.

A school that enters the EAS remains there for a minimum of five years. During that time, the EAS operates as a statewide school reform district, with the same administrative authority and functions as a local school district. However, the EAS has considerable operational flexibility relative to local school districts to support reform efforts for instruction, operations, and financial management. The EAS may impose one of the four School Intervention Models on a school placed within the system, and may also impose a number of other financial and operational actions, including termination of contracts or collective bargaining agreements, in order to support instructional efforts to facilitate student achievement. After five years, an evaluation will be made of the school's progress, with input from the

Parent Advisory Council. If the school is deemed healthy and performing at the end of that period, the school can choose to remain in the system, transfer its governance back to the original school district or charter school, or seek a charter to run independently. If the school has improved to the point it can transfer its governance, a Parent Advisory Council, in collaboration with the school principal, will play a decision-making role regarding what organization the school chooses to be a part of at the end of a successful improvement period.

If a school or district is identified to be in financial deficit, regardless of academic performance, an executive review team appointed by the Governor may recommend oversight by an Emergency Manager, appointed pursuant to Michigan’s Local Government and School District Accountability Act. An EM takes charge in chronically, financially troubled districts to oversee financial and academic improvements. Schools in this circumstance are removed from the supervision of the School Reform Officer. Michigan’s PA 4 of 2011 provides the designated EM with a variety of allowable strategies to address the district’s financial challenges, including the ability to modify or cancel contracts and collective bargaining agreements, remove personnel or district leaders, develop new academic or educational plans, or other administrative flexibility to address financial, operational, or instructional issues in the district. As such, the EM has the authority to determine which low performing schools will be placed in the EAS based on a set of established criteria.

⚡⚡⚡⚡⚡⚡ **STOP** ⚡⚡⚡⚡⚡⚡

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### **Additional Waiver Request: Waive the Requirements for Replacing the Principal in Schools Selecting the Turnaround or Transformation Model**

Michigan believes that the automatic replacement of the principal is not necessarily the answer to the achievement issues at the Priority school. In fact, we have noted some instances where achievement actually drops after a principal is replaced. Michigan believes —and research supports — that leadership stability is a key component in effective turnaround efforts.

To that end, Michigan proposes that principal replacement not be required in the following instances:

- The school district has presented evidence that the principal has begun to make progress towards raising student achievement outcomes. The district must also present evidence that the principal has the background, skills, and competencies necessary to significantly turn the school around (see Attachment 14).
- The school has achieved either its proficiency targets or safe harbor, resulting in an overall Accountability Scorecard result of Green or Yellow. The school must have implemented, with fidelity, its school improvement plan. MDE will monitor the school to ensure the school improvement plan is implemented with fidelity. MDE will also monitor the leading indicators of success that have been previously mentioned.



As outlined above, the school would have a period of no more than two years from the time of appearing on the Priority schools list to demonstrate that the school is substantially improving student achievement outcomes.

Michigan believes this waiver request is necessary for two reasons:

- **Several schools have hired a principal who has begun to turn the school around but the hire date of the principal falls outside of the flexibility already given under the SIG turnaround and transformation models.** Michigan has several schools that have hired principals that are improving outcomes for students in a significant way. A change in leadership could change that momentum.
- **Further, schools have shared with MDE that the pool of principals who possess the experience and skills needed to successfully implement a transformation or turnaround model, especially in some areas of our state, is limited.** Providing this additional flexibility allows principals who are improving student learning to continue on the path of turning the school around while continuing to receive intensive training, coaching and guidance.

Consequently, Michigan proposes that principal replacement may be delayed for up to two years from the time the school is identified as a Priority school. Because MDE's criteria to allow this flexibility are rigorous (see Attachment 14), it is anticipated that only a small number of schools would be approved. During the proposed two-year time frame, the school would be closely monitored for progress and evidence that achievement has increased under the principal's continued leadership. In this scenario, the school may make a request to the state to keep the principal, providing significant progress has been made at the school. In the event significant progress is not made, the principal would be replaced in accordance with the current requirements.

The intended consequences are to provide a small number of schools with additional flexibility to significantly increase student achievement. The state will closely monitor the progress of the schools that take advantage of the additional flexibility. This change is not intended to protect the job of any principal; rather, it is intended to allow the school to continue on its path of turning around a low-achieving school.

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### State Accountability

Michigan will monitor all Priority Schools and their districts to ensure:

- Monitoring and evaluation reports are submitted according to established timelines;
- The selection of the Reform and Redesign Plan aligns with the school’s Comprehensive Needs Assessment;
- The selection of the SSoS component aligns with the school’s Comprehensive Needs Assessment;
- The implementation of career- and college-ready standards in support of the school’s Reform and Redesign Plan;
- Priority Schools’ School Improvement Plans are aligned with needs assessment and implementation of career- and college-ready standards;
- That all districts have a Intervention Specialist working with the Priority School, central office and the school board; and
- Surveys of Enacted Curriculum are administered in Year One of planning and Year Two of implementation for those schools in which the number of staff teaching core content will yield optimal analysis of results.

All Priority Schools are under the supervision of Michigan’s School Reform Officer. Those schools that do not move out of this category or make substantial increases in student achievement after three years of implementation of their Reform and Redesign Plan may be moved to Category 4 and placed in the Education Achievement System. This process is explained in [Section 380.1280c of Michigan’s Revised School Code](#).

### A Word About Our Partners

Agency support will be needed to train/develop team members and ensure access to high-quality tools/resources as they work. We cannot carry out these processes in isolation.

We have been working with the following key groups to ensure support for our proposed model and ensure their willingness to help us implement:

- Stakeholder associations
- Institutions of Higher Education
- Regional Educational Service Agencies
- Successful/Reward schools

The input from these groups, especially the regional educational service agencies that administer Regional Assistance Grants, has informed the ongoing development of the supports to Priority schools. Specifically, the focus on interventions at the district level, the inclusion of a multi-tiered system of

supports and the inclusion of a culture/climate intervention option came directly from the regional educational service agencies' input. We very much look forward to moving forward collectively to make strong changes to support student learning and growth in our Priority schools.

### **Focus Schools**

As stated, the 10% of schools with the largest achievement gaps in the state will be categorized and treated for improvement as Focus schools. The achievement gap is calculated as the distance between the average scale score for the top 30% of students and the bottom 30% of students in that each school.

Upon identification, MDE will provide each Focus school and corresponding district with an initial overview of its achievement data to show where gaps exist.

### **Focus Schools: Year One**

All districts with Focus Schools will complete the following action steps:

- Take part in technical assistance provided by MDE and/or its designees to address issues related to improving subgroup achievement. Additional learning opportunities will be provided to schools that identify English Language Learners or Students with Disabilities as the student groups exhibiting the largest achievement gaps.
- Complete a Comprehensive Needs Assessment (CNA) that includes the District Process Profile/Analysis, the District Data Profile/Analysis and the LEA Planning Cycle, which is deep and diagnostic in nature. Root causes will be identified to support the development of meaningful, rapid strategies for change.
- Conduct stakeholder meetings with affected populations.
- Participate in the Superintendent's Dropout Challenge by identifying 10-15 students in all elementary, middle and high schools who are nearing or in a transition year with multiple dropout risk factors and provide research-based supports and interventions.
- Take part in professional learning to build skills related to:
  - Effective ways to address root causes that are identified as a result of completing the school's CNA.
  - Data-driven decision making.
  - Implementation of a multi-tiered system of supports that includes scaffolded instruction for SWD and ELL students if appropriate. The purchase of progress monitoring tools in literacy and math at the elementary and secondary level may be necessary.

- Research-based interventions aligned to a building’s needs focusing on strategies to engage SWD and ELL students if appropriate
- Provide Surveys of Enacted Curriculum (SEC) to all core content teachers to analyze the degree of alignment between current instruction and state standards and assessments.
- Work with Content Coaches as needed.
- Take part in Culture/Climate Interventions as needed.

If these interventions fail to yield necessary results and a Focus school is identified for a second consecutive year, the following actions will occur:

- A District Improvement Facilitator will be used to diagnose and support improvement among the affected subgroups. This individual will be accountable to the school board and state for ensuring that all aspects of the school improvement plan related to the achievement gap are carried out with fidelity. The District Improvement Facilitator will be an expert in diagnosing and addressing root causes in K-12 schools, such as a former superintendent, IHE faculty, or other qualified individual. To become a District Improvement Facilitator, an individual must receive training, be assessed in their learning, and receive certification from MDE and/or its designee.
- Benchmarks for school performance will be established and monitored by the district and state, and a clear plan of action will be developed by the school and approved by the district and state.
- The school improvement plan must address root causes and provide for specific interventions to address the achievement gaps and student populations suffering achievement gaps. The school’s regional educational service agency must review and approve these plans before they are submitted to the state.
- A tiered system of supports for student groups identified as having the greatest gaps will be set in place and implemented.
- Curriculum/instructional alignment resources and progress monitoring tools in literacy and math will be made available to support gap reduction.
- Depending on the extent and severity of the gap, a built-out School Support Team may be utilized.

MDE will make a district support toolkit available to all identified with achievement gaps. In addition, district improvement facilitators will be made available to work in districts with multiple affected buildings.

All districts with Title I Focus schools will be required to set aside an amount equal to up to 20% of the LEA Title I allocation for the following purposes:

- Transportation for students taking advantage of Public School Choice as outlined in Title I, Part A, Section 1116(b)(1)(D) - (required), and one of the following options:
- Option 1: Provide a multi-tiered system of support that includes scaffolded instruction for SWD and ELL students if the school does not currently implement one

OR

- Option 2: Professional learning for staff aligned to the building's needs assessment.

At the building level, a 10% Title I set-aside will be required for one of the following purposes:

- Option 1: Professional learning on implementation of multi-tiered system of interventions and/or research-based instruction of students in lowest performing student groups
- Option 2: Provide weekly/daily time for teacher collaboration
- Option 3: Contract for the administration of Surveys of Enacted Curriculum
- Option 4: Contract with MDE for a School Improvement Review, which will give the school an external perspective on processes that best support student achievement.

#### State Accountability

Michigan will monitor all districts with Focus Schools to ensure:

- The regional educational service agency has signed off on the school improvement plan and that required reports are submitted according to established timelines;
- District Improvement Plans have been revised to reflect the supports to Focus Schools; and
- The achievement gap in these schools is indeed narrowing.

#### School Accountability

Districts will monitor each of their own Focus Schools to ensure:

- The School Improvement Plan is being implemented as written. This monitoring includes using the MDE evaluation tool annually;
- Progress monitoring of student achievement data in the core content areas at the classroom level occurs, is the basis of teacher collaboration and informs instruction;

- The building principal has the competencies to manage school processes and lead the staff in improvement efforts;
- The school board is informed quarterly of the school’s progress; and
- The monitoring and evaluation reports submitted to MDE reflect the school’s reality.

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- Stakeholder associations
- Institutions of Higher Education
- Regional Educational Service Agencies
- Successful/Reward schools

The input from these groups, especially the educational service agencies who administer Regional Assistance Grants, has informed the ongoing development of the supports to Focus schools. Specifically, these partners have helped us focus on interventions at the district level, the inclusion of a multi-tiered system of supports, the inclusion of time for teacher collaboration and contracting for the Surveys of Enacted Curriculum.

### Extra Support for Students’ Extra Needs

Students with disabilities and English language learners are of particular concern in the discussion around Focus schools. Michigan’s concerns about achievement gaps extend to all subgroups, but these students in particular merit attention, given the array of additional tools and supports that exist to boost their achievement.

As described in Principle 1, Michigan administers the ELPA to English language learners and other assessment alternatives for students with special needs. MI-Access and MEAP-Access offer alternatives that are specified in a student’s IEP. ELL students with disabilities may have accommodations on the ESPA, or districts may apply for waivers for specific ELPA domains as specified in a student’s IEP.

Our work around each of these populations, however, is not limited to testing alternatives. Please refer to Principle 1 to review standards, tools and resources available to help schools support English language learners and students with disabilities. We aim to help all students achieve ambitious,

attainable objectives for their learning and growth. To that end, we will work with Focus schools to ensure they are capitalizing on these resources and delivering on the promise of excellence and equity for all.

### **Reward Schools**

Michigan is working with its partners and stakeholders to identify innovative ways to recognize high-achieving schools. Although we do not have funds available to reserve under ESEA section 1117(c)(2)(A) to provide financial incentives to Reward schools, we have identified other types of incentives, as described below.

- Every school in Michigan is required by state statute to complete an online Annual Education Report (AER). The AER for Reward Schools will include their reward status and spotlights their high achievement.
- The Michigan Department of Education will provide local media recognition with information on Reward Schools and encourage coverage telling each school's unique story.
- Reward Schools will have their practices highlighted at the Michigan Department of Education's annual School Improvement Conference, and will receive other conference and event recognition where possible.
- Reward Schools will receive certificates and banners for display in buildings. The banner will include the year of their recognition.
- As funding allows, the top 20-40 Reward Schools will each be featured in their own video or audio documentary spotlighting the practices used that results in high achievement. These will be placed on the MDE website for promising practices and provided to the school for inclusion on its own website. Other similar schools will be encouraged to review these documentaries and contact the school to learn how to implement effective practices leading to high achievement.
- Representatives from Reward Schools will be invited to attend networking meetings with demographically similar lower performing schools. Focus will be on sharing promising practices and practical experience. Several state education organizations have offered to invite Reward schools to present at their annual conferences addressing promising practices.
- A number of Michigan colleges have committed to recognizing Reward schools by inviting students in grades 9-12 for college and career days and inviting students graduating from a Reward school to campus for special functions.
- All Title I eligible Reward schools will be invited to participate in the Michigan school wide consolidation project granting increased flexibility in the use of federal grant funds which is

being piloted regionally in 2011-2012 and 2012-2013.

- MDE is seeking corporate and philanthropic organization support for Reward School Recognition. MDE will reach out to these organizations for recognitions such as financial support, material support (supplies/technology, other resources). Final details are yet to be determined and are contingent upon waiver approval.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p><b>Option A</b></p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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### Assessment of General Populations

Michigan administers the Michigan Merit Examination in the spring of 11<sup>th</sup> grade. Michigan also administers the Michigan Educational Assessment Program in the fall of grades 3-8 in reading and mathematics, grades 4 and 7 in writing, grades 5 and 8 in science, and grades 6 and 9 in social studies.

However, beginning with the 2011-2012 school year, Michigan has implemented new proficiency cut scores for the Michigan Merit Examination and Michigan Educational Assessment Program, such that a proficient or advanced score now indicates that:



- In high school, a student is on track for success in further education (including technical career training) at two- and four-year colleges and universities
- In elementary and middle school, a student is on track to being career- and college-ready in high school

To give an understanding of the impact of these new cut scores, the 2010-11 percentages of students who were considered proficient or above based on the old cut scores are presented in the figures below, alongside the percentages of students who would have been considered proficient had the new cut scores been in place. These data have been shown for mathematics, reading, science, and social studies in [Figures 1 through 5](#), respectively. Because the cut scores on the Elementary, Middle, and High school writing assessments were already set to be reflective of career- and college-readiness, those cut scores were not reset. The actual percentages of students who met the proficiency bar on writing are presented in Figure 5.

In Principle 1, we discuss in detail our new cut scores, which are reflective of being on track for career- and college-readiness in the 11<sup>th</sup> grade, and on track for success in the next grade in grades 3-8. These cut scores are an important element in ensuring that Michigan is focused on career- and college-readiness for all students. For more information on how these cut scores were determined, please see the Technical Appendix (Attachment 13.A).

### **Alternate Assessment**

As described previously, MI-Access is Michigan's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate.

Michigan has three levels of alternate assessment for students with differing levels of significant cognitive disabilities. These are Functional Independence (for students with mild but significant cognitive disabilities), Supported Independence (for students with moderate cognitive disabilities), and Participation (for students with severe cognitive disabilities). The percentages of students scoring at the attained or surpassed level are presented below in Figures 20 through 22 for mathematics, accessing print (a combination of reading and writing), and science, respectively.

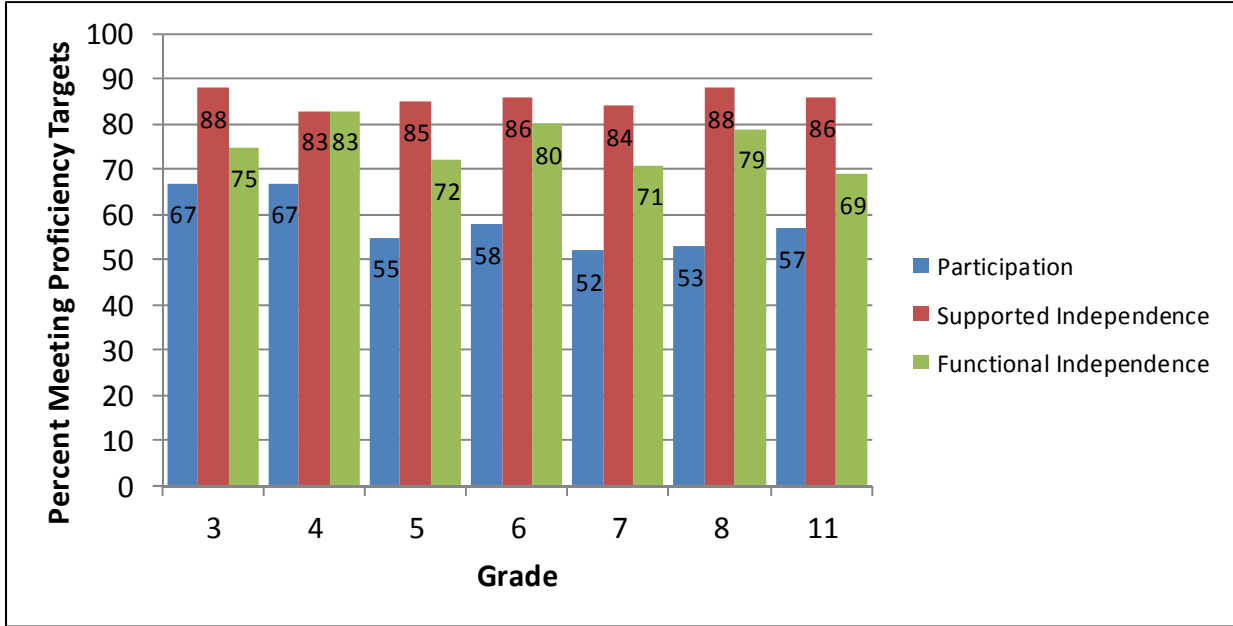


Figure 15. Statewide proficiency on MI-Access mathematics.

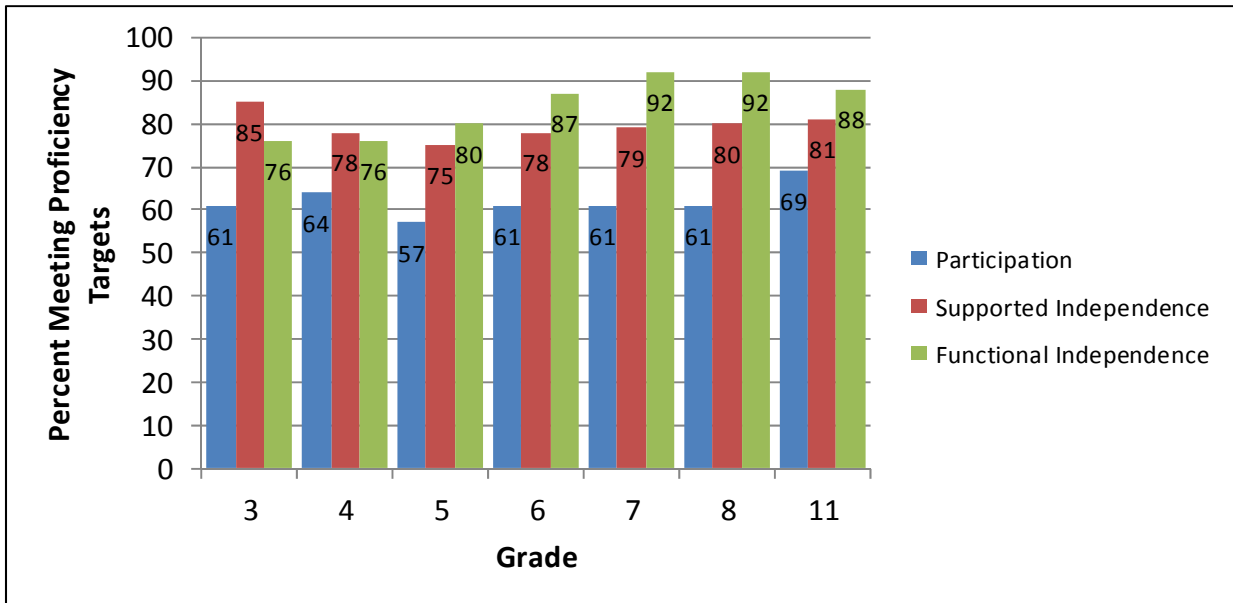


Figure 16. Statewide proficiency on MI-Access accessing print.

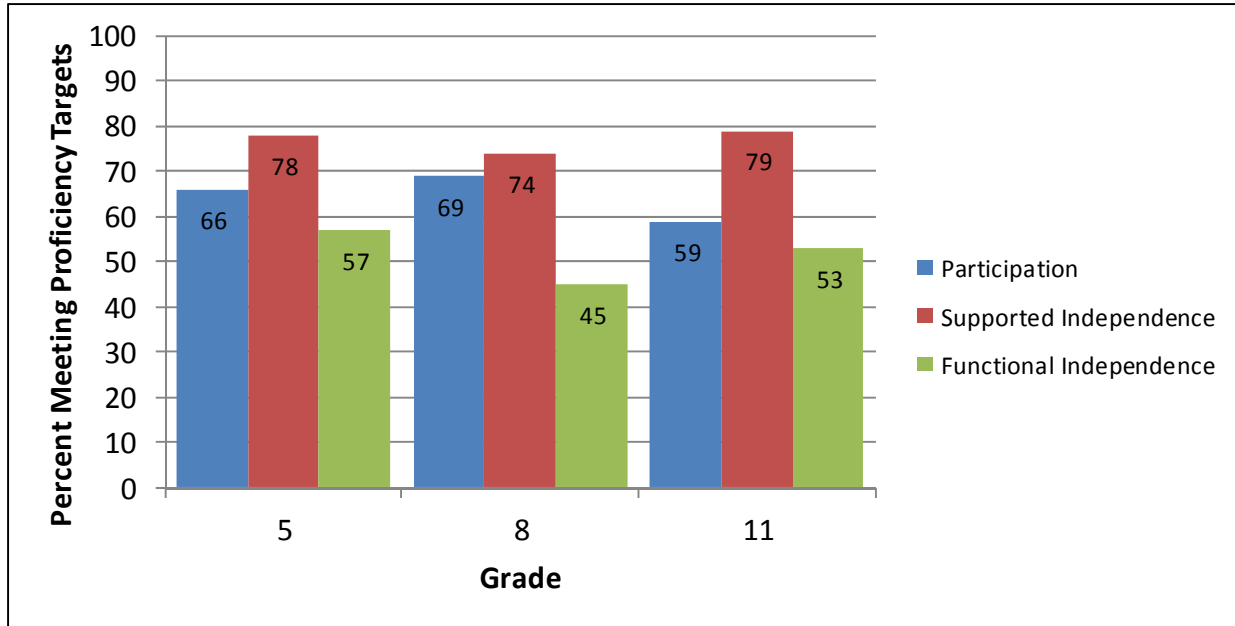


Figure 17. Statewide proficiency on MI-Access science.

### Accountability Calculations

We welcome the opportunity to broaden our focus on student achievement by including all five tested content areas (mathematics, reading, writing, science and social studies) into both the ranking calculations as well as the Accountability Scorecard calculations.

### Ranking Calculations

Based on the original rules for identifying persistently low achieving schools for federal School Improvement (SIG) Grants, Michigan has developed a Top to Bottom ranking methodology. This Top to Bottom list is the baseline list from which Priority, Focus and Reward schools will be generated.

This Top to Bottom ranking methodology includes all five tested subjects, with each subject weighted equally. If a school only has three tested subjects represented in the building, each subject would count for 1/3 of the final ranking.

In our stakeholder meetings regarding both the Top to Bottom ranking and this waiver application specifically, concerns were raised regarding our decision to weight each subject equally, since fewer students test in science, social studies, and writing than do in reading and mathematics (science, social studies and writing are currently only tested once per grade level). Although MDE understands these concerns, we believe conceptually that ranking each subject equally requires that schools pay equal attention to each subject, even though we *measure* some subjects less frequently. One of the lessons we've learned from NCLB is that schools have shifted substantial resources into teaching reading and mathematics, often to the detriment of other subjects. If we plan to adhere to our goal of career- and

college-readiness for all students, then we feel it is important to place equal weight on all tested subjects in our accountability calculations and remove the incentive to focus more narrowly on reading and math. A student who is truly prepared for career and college success will understand reading and mathematics, but they will also have solid science skills, familiarity with the various social science concepts and, in particular, will be competent and articulate writers.

#### Accountability Scorecard

Currently, Michigan uses only reading/language arts and mathematics. Commensurate with our focus on all five subjects, we propose that we include writing, science and social studies beginning in the 2012-2013 school year in the Accountability Scorecard. We will establish AMOs for each grade and subject area.

In addition, the 95% participation requirement will be extended to all tested subjects. This number will be for reporting only in the 2011-2012 accountability cycle in writing, science and social studies, and will then be used in the final AYP determination beginning in 2012-2013. This is due to the fact that this will be a new requirement for schools, and fair accountability practices suggest that schools should be notified of high-stakes requirements prior to their implementation.

Michigan will continue to include science and social studies in the state's system of differentiated recognition, accountability, and support as it has in the past two years. In order to ensure that all students have the opportunity to be appropriately included in this system, the state is developing an Alternate Assessment based on Alternate Achievement Standards (AA-AAS) for social studies. Michigan already has AA-AAS assessments in reading/language arts, mathematics and science that have received full approval by the USED as meeting all ESEA requirements. The state will develop an AA-AAS assessment in social studies that contains the same level of technical adequacy, stakeholder involvement, and content alignment as its alternate assessments in the other content areas. This will ensure access for students with significant cognitive impairment to Michigan's assessment continuum and enable schools and teachers to calculate valid and reliable individual student growth in a consistent manner for all content areas.

The table below captures Michigan's progress to date and future timeline for developing an operational AA-AAS social studies assessment. Based on our experience with reading/language arts, mathematics and science, the high-level schedule below is achievable and reasonable given that Michigan receives no federal funds for this content area.

**Table 2. Michigan AA-AAS Social Studies Development Plan.**

Date	Task/Event	Status
October-November 2011	Gather information from the 13 states that have developed an alternate assessment in social studies.	Completed
December 2011	Develop preliminary budget and high-level scope of work	Completed
January 2012	Gather Department resources in preparation for developing extended social studies content standards	In Progress
February 2012	Submit AA-AAS social studies plan to USED as part of ESEA flexibility request	In Progress
March 2012	Convene standing Students with Disabilities (SWD) advisory committee to determine resources and stakeholder involvement opportunities	Specific Date/Location TBD
March 2012	Revise plan if necessary based on feedback from USED	TBD
April 2012	Finalize budget and scope of work	TBD
May-June 2012	Develop fully articulated project schedule	TBD
July –September 2012	Department staff draft extended social studies standards	TBD
October-December 2012	Stakeholder review and finalization of extended social studies standards	TBD
January-February 2013	Finalize test design and item development requirements	TBD
Spring 2013	AA-AAS social studies item writing and stakeholder review	TBD
Fall 2013	AA-AAS social studies cognitive labs and field-testing	TBD
Fall-Winter 2013	Field-test results analyzed; Bias and Content Committee meetings held; operational design finalized	TBD
Spring 2014	First operational AA-AAS social studies assessment administered	TBD
Spring 2014	Standard-setting	TBD
Summer 2014	Results incorporated into Michigan’s state accountability system	TBD

## 2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option C</b></p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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## Arriving at the AMOs

Beginning in 2011-2012, Michigan will hold schools accountable for achieving career- and college-readiness with their students by instituting new, rigorous cut scores that indicate whether or not a student is career- and college-ready (in the 11<sup>th</sup> grade) or on track for success in the next grade (in grades 3-8). To take into account the much higher standard set by the increased cut scores, we have proposed AMOs that are rigorous yet achievable. We also propose a “safe harbor” methodology for schools and for subgroups that sets an ambitious and attainable way for schools to demonstrate improvement toward the goals.

Michigan’s ultimate goal is that 100% of our students be career- and college- ready. However, we acknowledge that we are far from this goal now. Given the reality of our current situation and acknowledging the need for a system that demands high levels of improvement but that also sets attainable goals, we will use 85% proficient as an interim goal by 2022 for any school below 85%. Once a school reaches 85% of students proficient, that school will begin working toward a goal of 100% proficiency.

In stakeholder meetings with various groups, as well as in internal MDE discussions, we have wrestled extensively with the question of identifying targets that are appropriately ambitious and also attainable. One concern is that 85% is not ambitious enough—that it sounds as if we are willing to settle for 15% of our students NOT being career- and college-ready. We understand that concern. Michigan believes that *every* student should graduate with the skills necessary to succeed in career and college. However, we also know that we have a long way to go until we are at that point. Currently, even very high performing schools are not at 85% proficient on our new career- and college-ready cut scores. In fact, even the 95<sup>th</sup> percentile of schools—schools who are performing better than 95% of all other schools—fail to reach the bar of 85% of students proficient. See Table 3 below for various percentiles of school-level proficiency in each tested subject.

**Table 3. 2010-11 Percent of Students Proficient by School Percentile**

	2010 Performance			
	Math	Reading	Science	Social Studies
5th percentile	7.3	28.5	0.0	2.0
10th percentile	12.2	37.0	2.0	5.0
20th percentile	19.2	48.2	6.3	14.5
40th percentile	29.2	59.5	12.2	24.8
60th percentile	37.7	67.1	17.4	32.8
80th percentile	50.8	75.1	25.1	42.5
90th percentile	60.3	80.5	31.3	50.0
95th percentile	67.3	84.1	37.0	54.5

In addition, Figures 23 and 24 show the distributions of school-level percent proficient in mathematics for elementary/middle schools and high schools, respectively. Figures 25 and 26 show the same distributions for reading, with Figures 27 and 28 for science, Figures 29 and 30 for social studies, and Figures 31 and 32 for writing.

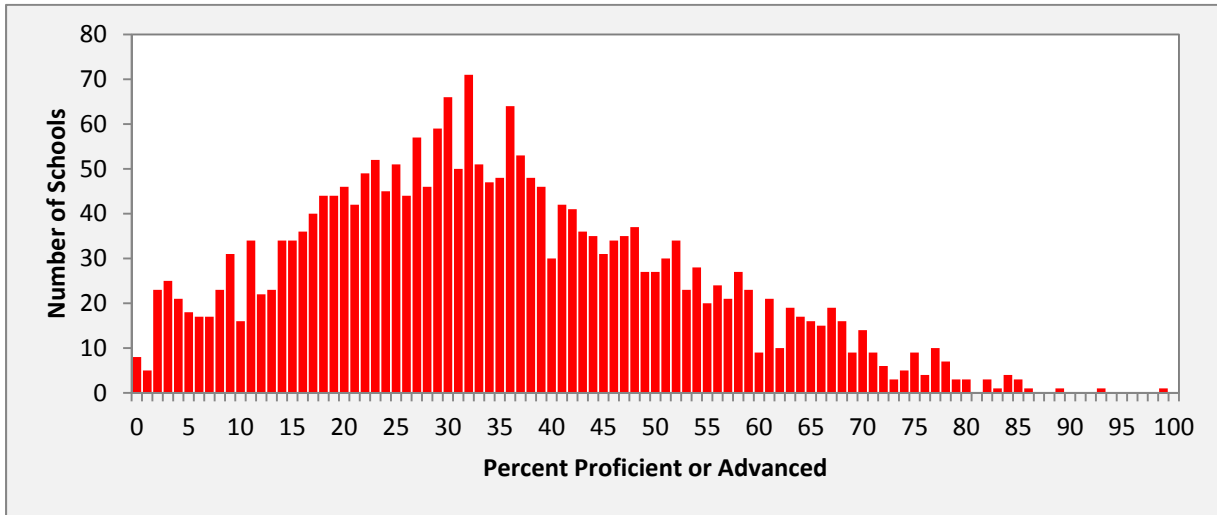


Figure 18. Elementary/middle school distribution of mathematics proficiency.

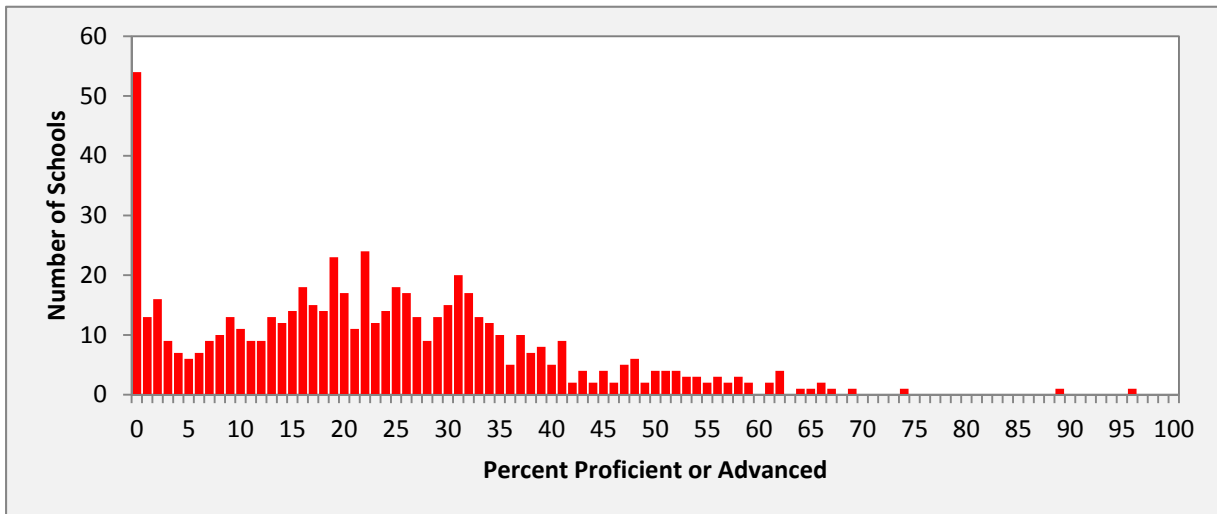


Figure 19. High school distribution of mathematics proficiency.



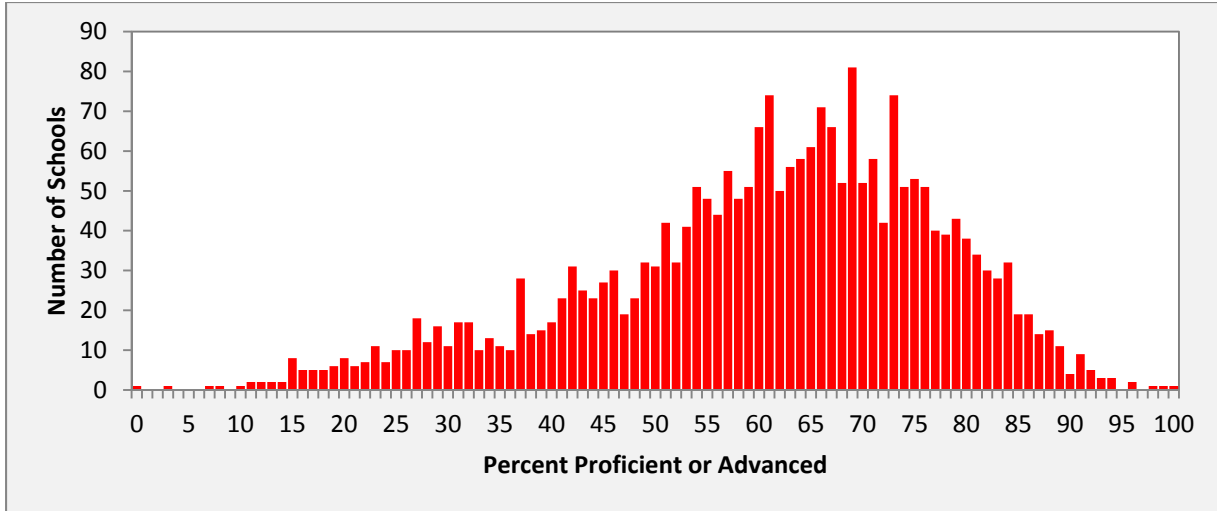


Figure 20. Elementary/middle school distribution of reading proficiency.

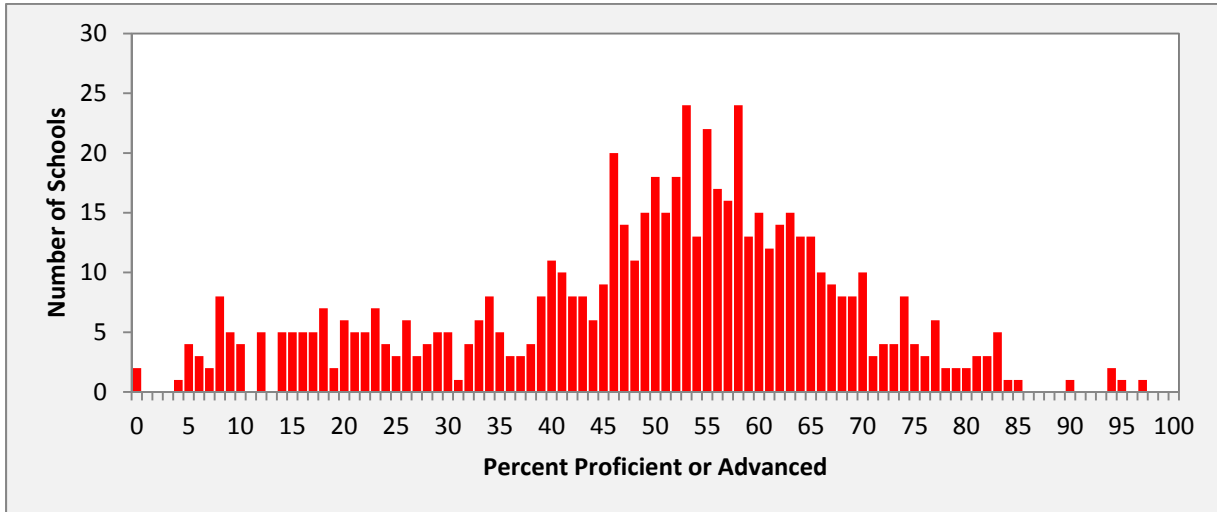


Figure 21. High school distribution of reading proficiency.

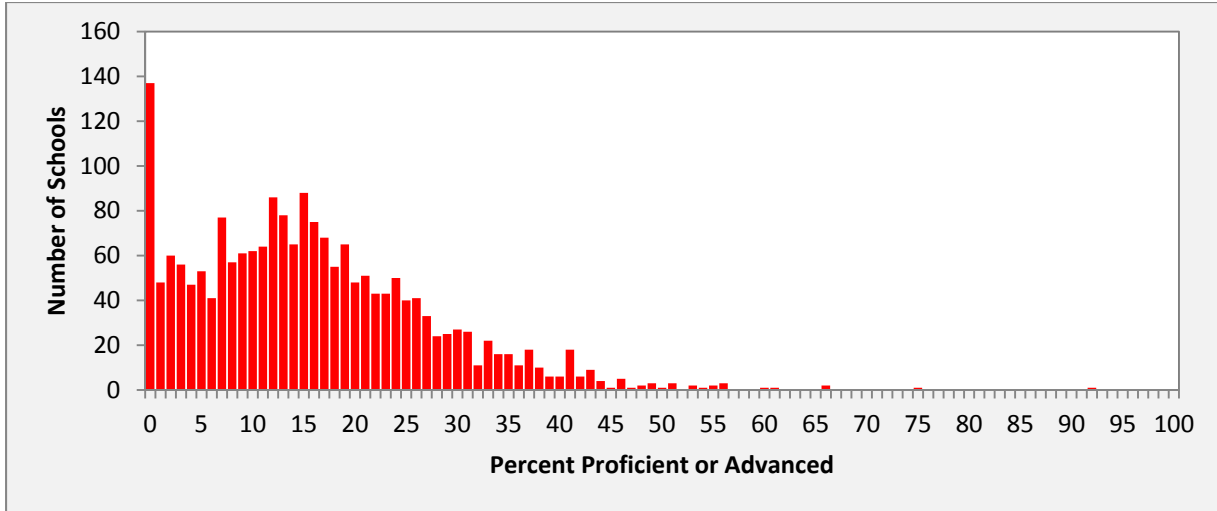


Figure 22. Elementary/middle school distribution of science proficiency.

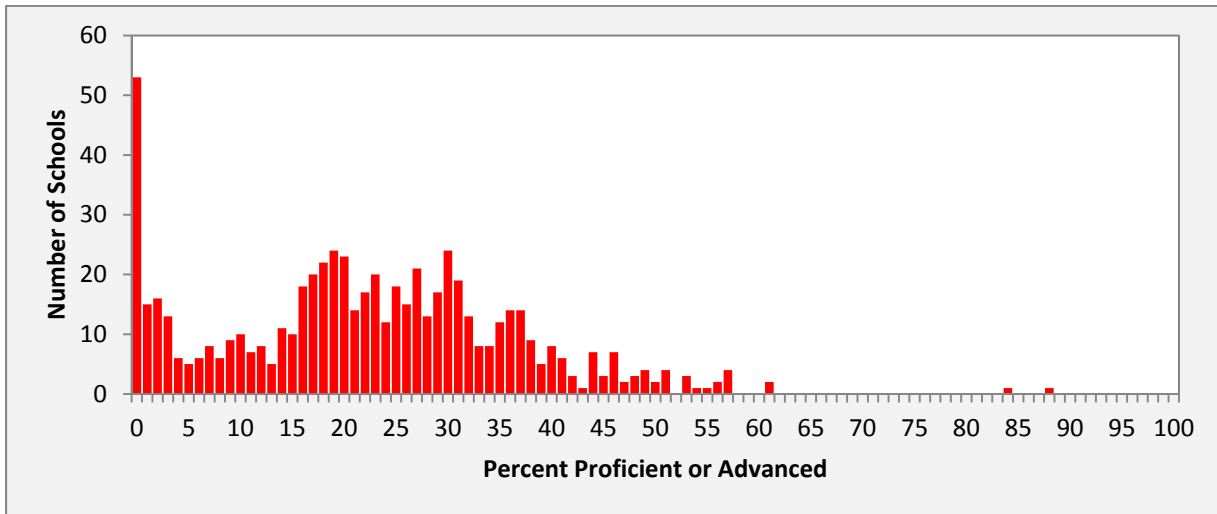


Figure 23. High school distribution of science proficiency.

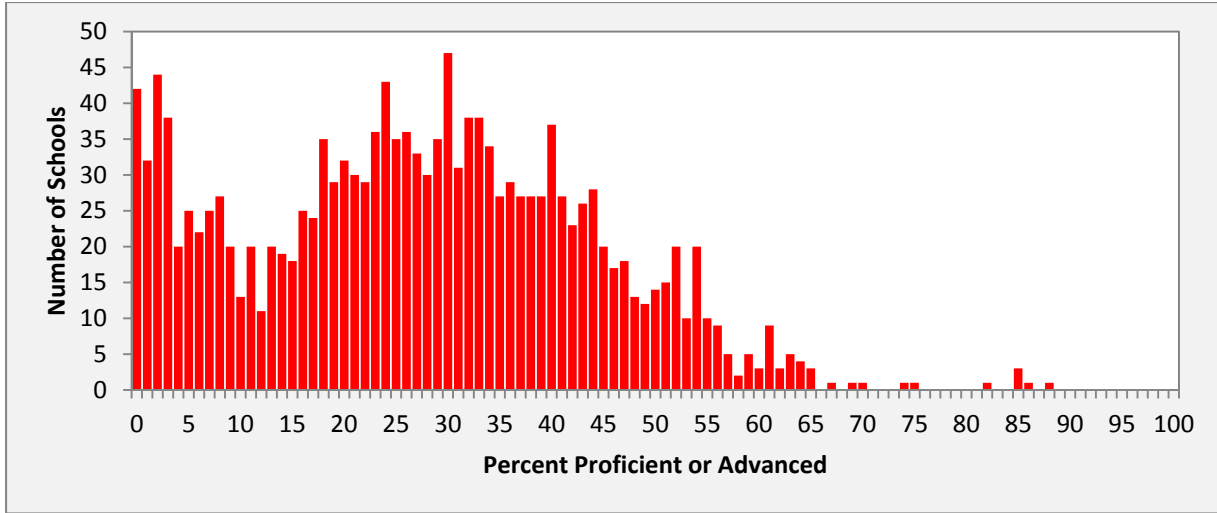


Figure 24. Elementary/middle school distribution of social studies proficiency.

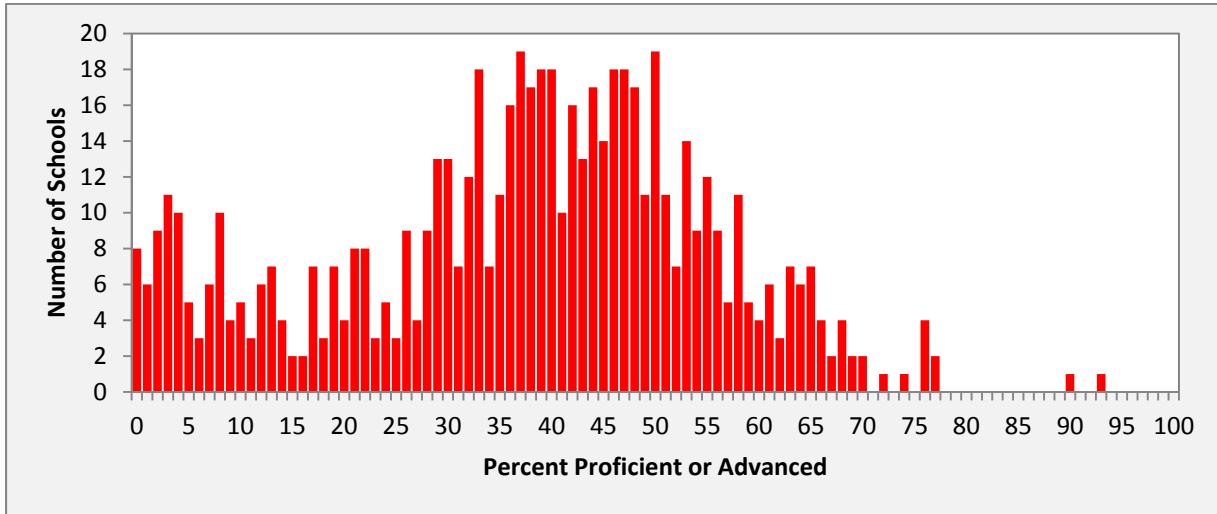


Figure 25. High school distribution of social studies proficiency.

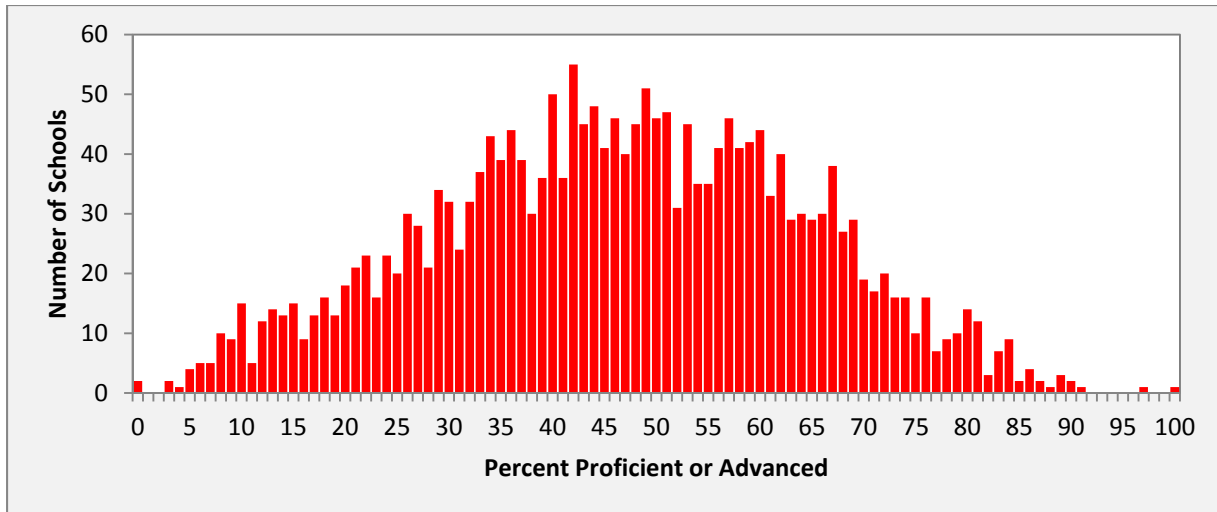


Figure 26. Elementary/middle school distribution of writing proficiency.

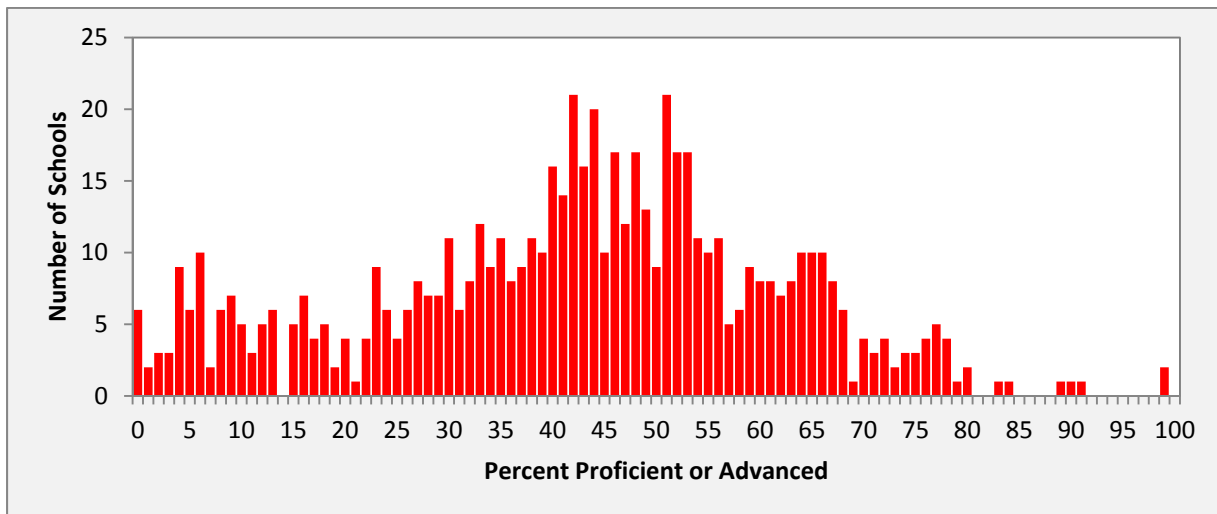


Figure 27. High school distribution of writing proficiency.

Looking at these numbers, we can see the goal of achieving 85% proficiency on the new career-and college-ready cut scores is highly ambitious. Getting all Michigan schools to a point where 85% of their students are considered proficient on our new cut scores will represent a significant achievement and a fundamental shift in how we prepare students for the world beyond K-12 education. We believe we will get there. But we also believe 85% represents the appropriate interim goal, with 100% still our ultimate goal.

It is important to keep in mind that, for schools to achieve 85% proficiency on our new and very rigorous cut scores, many schools will have to improve the percent of students who are proficient by five, six, seven or even eight percent each year. These rates of improvement are extremely aggressive.

Indeed, concerns have been raised that our AMOs are **too** ambitious. For schools to meet these targets, they will be required to improve the percent of students who are proficient at a rate that has rarely been demonstrated in the past four years. MDE spent substantial time considering the possibility of lower proficiency targets, to make them more attainable. After much discussion, we return to our theory of action—that we believe that the systematic and targeted use of data, accountability and related supports, coupled with increased expectations for all students, teachers, administrators, and the SEA, will lead to a fundamental change in student achievement and school improvement. This is taken in combination with the fact that we have not seen how schools will behave when shooting for the higher bar of the new cut scores as compared to their behavior in shooting for the previously lower cut scores. Taken together, we feel it is reasonable to set an initial target of 85% percent proficient in each content area. What we are proposing is not only a different accountability system; it is a different system of expectations, supports, consequences, and rewards that represents a shift in our work as an education enterprise. We want to change the culture of learning and expectations in the state, and also change the way that we do business as the SEA. We believe that this will result in changes in achievement, and therefore we choose to keep our targets where they are currently specified.

However, we acknowledge that it is difficult to predict future performance by looking at past data, because of the shifts in cut scores, as well as the variety of new interventions. Following a continuous improvement model, MDE intends to employ a systematic re-evaluation of not only the targets, but also the efficacy of the system of supports and interventions. Specifically, we plan to monitor the data and performance of schools until the 2014-2015 school year, at which time Michigan’s adoption of the Smarter Balanced Assessment Consortium (SBAC) assessments will necessitate an evaluation of the targets and the system. Following that time point, MDE will consider necessary modifications to the system every three years. If more than 50% of schools have made at least safe harbor targets, but are failing to make the proficiency targets, we will consider resetting the ultimate AMOs. Conversely, if over 75% of Michigan schools are consistently meeting the proficiency targets, we will consider resetting the AMOs with a higher end target. Targets will always be re-evaluated using the consideration of the equal mandates of ambitious AND attainable. Specifically, if the targets prove unattainable, targets will be reevaluated to be both ambitious and attainable by identifying targets attained by some percentage of schools significantly above the state average (e.g., targets attained by at least 20 percent of schools).

### **What Michigan’s AMOs Look Like**

In the past, Michigan has set the same targets for each school statewide. Our original idea for the ESEA Flexibility Waiver was to continue to set targets in this manner. However, stakeholders indicated that differentiated targets provide a more meaningful way for a school to consider the improvements they need to make, and they also ensure that all schools are held to an increasing target each year.

Therefore, in order to differentiate our accountability system, we now propose differentiated targets for schools. Each school has its own target, which will be set as follows:

- Calculate the percent of students who are proficient (on the career- and college-ready cut scores) in the 2011-2012 school year.<sup>3</sup>
- Calculate the distance for each school between 85% and its current percent proficient, and divide that distance into ten increments.
- Those increments become the proficiency targets for each school.
- A school's targets do not reset each year. This way, a school knows what its trajectory needs to look like and can plan ahead. Having clear goals that are communicated in advance to schools is an important element in a transparent and useful accountability system.
- When a school reaches 85% proficient and remains there for two years, it is awarded a "Green" status (see report card explanation on page 86, and given the opportunity to earn "Reward" status by continuing to show improvement.<sup>4</sup> As long as the school remains above the 85% target, it will not drop below an overall "Green" rating. If the school does show improvement, it will be named a Reward school. This ensures that schools that meet this rigorous target are rewarded for this difficult achievement, but are also incentivized to continue to improve toward a goal of 100% proficiency.
- Figure 28 below helps illustrate our system of differentiated proficiency targets (or AMOs).

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<sup>3</sup> We will continue to identify students as "proficient" for the purposes of AYP if they are: Level 1 (Advanced) or 2 (Proficient); provisionally proficient (within two standard errors of the cut score; or growth proficient (demonstrated growth at a rate that will allow them to reach proficiency in three years). This is our current practice in AYP as well.

<sup>4</sup> We will define improvement as being a positive four-year slope.

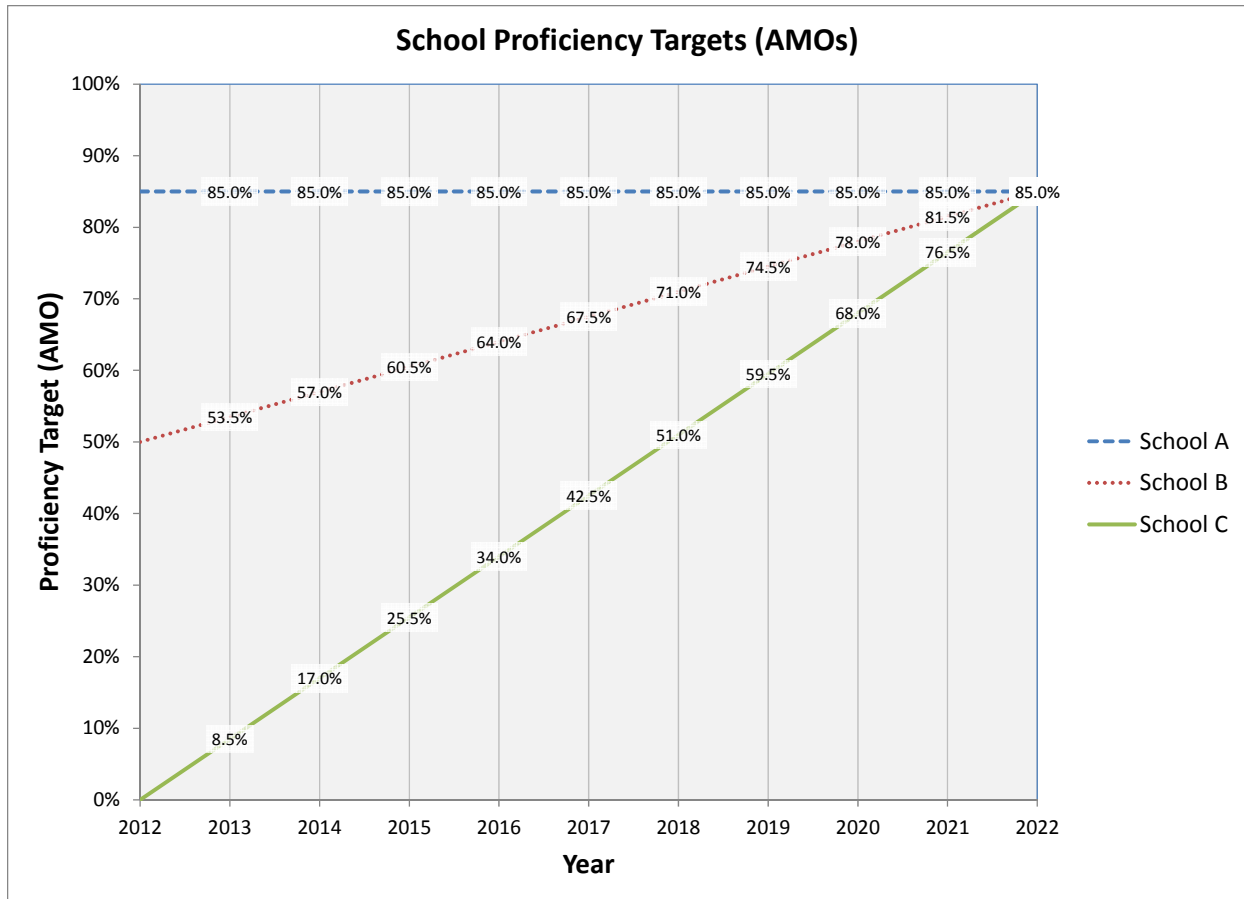


Figure 28. Setting differentiated AMO targets for individual schools.

MDE further proposes that our timeline for achieving 85% proficiency rates be extended to end in 2021-2022, which is ten years from the 2011-2012 school year. The new, very aggressive cut scores instituted in the 2011-2012 school year mean that the metric by which students are measured is much more rigorous, and we believe this should be reflected in both the targets and timelines we give to schools to meet those targets.

### The Need for Safe Harbor

We need to strike the appropriate balance between ambitious proficiency targets and attainable improvement goals. We believe wholeheartedly in the need to dramatically move Michigan forward so that many more students are prepared for career and college upon graduation, and we know that this means that schools need to behave in fundamentally different ways than they have in the past. This is why we retained ambitious and aggressive *proficiency* targets in our AMOs.

We also know, however, that schools—particularly those who are furthest behind—need the ability to make progress and be rewarded for that progress. This is why we propose a new safe harbor methodology, and a new way of communicating this to schools, districts, and parents.

- For the whole school, as well as for each of the subgroups, schools can make safe harbor if it demonstrates a high rate of improvement.
- To identify how much improvement is sufficient to make safe harbor, MDE needed to identify a rate that had been *demonstrated* by schools, but that was still ambitious and rigorous. To do this, we look at the distribution of improvement rates for schools over the previous four years (using a four-year improvement slope). We find the improvement rate of a school at the 80<sup>th</sup> percentile. This means that 20% of schools had a greater improvement rate, but 80% of schools were improving at a slower rate. See Figure 29 below for an illustration of how this rate was determined.
- This improvement rate is then set as the “safe harbor” rate for each grade and subject. This rate is calculated in the base year (e.g., 2012-2013) and will remain the safe harbor improvement rate until scheduled target reevaluations.
- We believe that grounding this safe harbor rate in the actual data and improvement patterns of schools ensures that we are asking for ambitious but also attainable improvement rates for safe harbor.

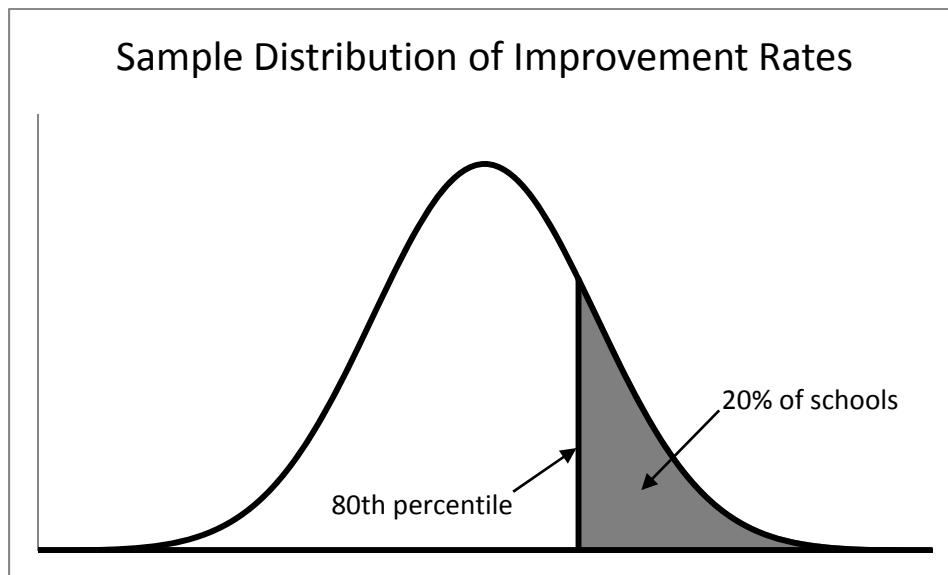


Figure 29. Identifying safe harbor annual improvement targets for a whole school and bottom 30%.

If a school meets its target based on making safe harbor as opposed to meeting the initial proficiency target, we will utilize the “Yellow” category in the new Accountability Scorecard to indicate this to parents. While both Yellow and Green indicate “making” a target, Yellow indicates that it was achieved through safe harbor (i.e. improvement) while Green indicates that the school achieved the actual proficiency target. This enhances the ability of the accountability system to differentially identify and to reward, and to assist schools in targeting their resources more appropriately.



## Focusing on Achievement Gaps and Low Achieving Subgroups

Michigan has developed an innovative strategy to aggressively address our achievement gaps and to ensure that strategic focus is placed on closing gaps by improving the achievement of those students who are still being left behind in their schools. To do this, we will add the “bottom 30%” subgroup to the current nine demographic subgroups already required under NCLB. Here’s how this will happen:

- Each student’s scale score on a given content area, grade level, and test (e.g. alternate versus general) is transformed into a z-score in comparison to students taking the same test in the same content area in the same grade level across the entire state. The z-scoring allows for comparison of scores across grade levels and test types to assure that all students are accounted for and to assure that a subgroup is created wherever 30+ Full Academic Year students take the test regardless of grade level.
- The lowest scoring 30% of students are identified in the “bottom 30%” subgroup.
- The school is then expected to make either the proficiency or the improvement targets for that “bottom 30%” subgroup, in addition to the other nine subgroups and the whole school targets.<sup>5</sup>

We believe the addition of this subgroup has many benefits. First, it requires that schools be strategic and specific about closing the achievement gap by requiring them to improve the achievement of their lowest performing students, regardless of the demographic subgroup of those students. If we are serious about closing achievement gaps, we have to identify those students who are furthest behind and hold schools accountable for doing something about those students.

It helps reduce the “masking” effect that can occur when using only the nine traditional subgroups. If a low performing student is in a high-performing subgroup, this student will be missed by the accountability system—the group as a whole will meet the target, and the school will likely focus their attention elsewhere. By including a bottom 30% subgroup, schools now have to be intentional about those students.

This methodology also ensures that all schools have at least that subgroup. One criticism of the current subgroup methodology in AYP is that schools in more diverse areas are penalized for this diversity, as they now have more targets to meet because they have more subgroups.<sup>6</sup> In 2010-2011, there were over 700 schools in Michigan who did not have a subgroup (beyond the majority student “subgroup”), and many more who only had one additional subgroup. However, we know that low-performing

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<sup>5</sup> Every school with at least 30 Full Academic Year students will have a bottom 30% subgroup calculated for AYP purposes. MDE plans to continue to utilize its current methodology for generating an AYP status for very small schools; this methodology makes use of a sliding confidence interval along with multi-year averaging to allow us to identify an AYP status for all schools in the state.

<sup>6</sup> This is due to the fact that a school is required to have at least 30 Full Academic Year (FAY) students in a particular demographic subgroup in order to be held accountable on that subgroup.

students are in every school, and that for many of them, attending a “successful” school may not be translating into personal success and progress. By including a bottom 30% subgroup, all schools have to address the needs of their lowest performing students, even if they are not identified using the traditional methodology.

If a school is improving the performance of its bottom 30% subgroup, they are also improving the performance of all of their other subgroups, as well as their whole school. The bottom 30% identifies the portion of each subgroup that is low performing. We think this is a powerful tool to actually close achievement gaps, both overall and within each subgroup.

We plan to also retain the nine traditional subgroups. Originally, MDE suggested that we hold schools accountable only on the overall performance of all students, and the performance of the bottom 30% subgroup, with the rationale that the bottom 30% captures the *low-performing* segments of each subgroup. As we reviewed the application and the proposal with stakeholders, however, they voiced concerns that we would lose the focus on individual subgroups that has been a critical component of NCLB for a decade. There was also concern that schools would not be able to understand the interventions necessary if we did not look both at the lowest performing students AND the students in the nine traditional subgroups. The combination of those demographic subgroups with the bottom 30% subgroup ensures that schools focus both on groups that have been historically underrepresented or neglected in the educational context while at the same time adding the specific focus on the lowest performing members of those groups (as described above).

### **Subgroup Targets and Safe Harbor**

For all subgroups, including the bottom 30%, the proficiency targets remain the same as for the whole school. This is because we believe that our ambitious proficiency goals need to extend to all students in all groups.

Safe harbor is determined in the following manner:

- ***Bottom 30% subgroup:*** This subgroup must show an improvement rate that is equivalent to the safe harbor improvement rate for the whole school—that is, the rate that is reflective of an improvement rate of a school at the 80<sup>th</sup> percentile of the improvement distribution. This means we expect the lowest 30% of students to show a rate of improvement that is ambitious but that has also been demonstrated by at least 20% of schools in the past. It also means that schools will need to be very purposeful about differentiating instruction and targeting resources to the students in this subgroup.

If the bottom 30% subgroup meets their *improvement* target, this will be considered “Green” in the Accountability Scorecard (as opposed to the “Yellow” that would normally be attributed to safe harbor). The reason for this is that the bottom 30% subgroup is, by definition, the lowest

performing students and an improvement target is the goal as in almost all cases they will not be near the proficiency target because they are the lowest performing.

- *Nine demographic subgroups*: If one of the demographic subgroups does not meet the proficiency target for the whole school, the safe harbor rate for that subgroup is set at the safe harbor improvement rate that applied to the whole school. Again, this improvement rate is reflective of the rate of improvement demonstrated by a school at the 80<sup>th</sup> percentile of improvement. This is sending the message that we have the same ambitious proficiency targets and the same ambitious *and* attainable safe harbor targets for the whole school and for all demographic groups within the school.

If one of the demographic subgroups does not meet the proficiency target, and instead meets the safe harbor improvement target, this subgroup will receive a “Yellow” on the Accountability Scorecard. This sends the message to the school and to parents and other stakeholders that, although the school is demonstrating improvements in those subgroups, their proficiency rates are still below the expected target. Again, we believe this strikes the balance between ambitious and rigorous expectations for proficiency, while providing attainable ways for schools to demonstrate progress towards goals. If a school fails to meet either the proficiency or the improvement target for a subgroup, that subgroup will be “Red” on the Accountability Scorecard.

### **Overall Scorecard Compilation**

Michigan has been engaged in the past several years in a series of initiatives to increase the accessibility of our data and reporting, to ensure that schools, parents, and other stakeholders can more easily find and understand information about their school. These projects have included the creation of more user-friendly “lookup” tools, increased resources on our website, and concerted efforts to create tools that assist end users with understanding the data and metrics. Additionally, in coordination with the Center for Educational Performance and Information (Michigan’s education data agency), Michigan has developed and rolled out a new data portal, [MiSchoolData](#).

The MI School Data portal is a critical element that allows us to specify a theory of action that calls for an accurate diagnosis of school challenges using data analysis and professional dialogue, as it provides an extensive set of data for stakeholders to access. It includes information about assessment trends, school demographics, graduation/dropout rates, staffing information and educator effectiveness.

Building on these initiatives and the lessons learned from them, as well as on Michigan’s desire to leverage “light-of-day” reporting and transparency more efficiently to help communicate important information about the performance of schools to the public, we will take the opportunity presented by ESEA Flexibility to redesign our school report card, as described below.

The key elements of this new Accountability Scorecard will be:

- Easy-to-understand color scheme (Red, Yellow, Green) so that schools can see at a glance where their areas of strength, caution, and weakness are, and target their efforts appropriately.
- Clear labels for Priority, Focus and Reward schools, helping stakeholders understand how the two types of metrics fit together.
- The ability to click through and see more detailed information on any given subject or subgroup, while at the same time retaining a simple, at-a-glance overview.

### Determining the Colors

Colors will be determined for each school using the following set of business rules:

- The whole school and each subgroup will receive a Red, Yellow or Green rating for each subject. Each group/subject Red rating means that a school did not meet the proficiency OR the safe harbor improvement target. Yellow means the school met the safe harbor improvement target only. Green means the school met the proficiency target (or that the bottom 30% subgroup met the safe harbor target).
- If a school fails to assess at least 95% of their students overall and in each subgroup (with the exception of the bottom 30% subgroup, as it is only defined once students have already tested), the school automatically receives a Red in that subgroup. If a school receives two Red participation ratings in the “all students” category, the school’s overall status will default to Red. The purpose for this strict participation requirement is to prohibit schools from strategically choosing which students not to assess in order to raise their overall proficiency scores.
- To determine the final overall color for the school, each subgroup color in each subject will be assigned a point value: Green = 2 points; Yellow = 1 point; Red = 0 Points. Points will be tallied and a percentage of possible points attained calculated, and a school’s final color will be assigned as follows: Green = 80% or greater; Yellow = 50-80%; and Red = Less than 50%, unless they become Yellow because of the next rule.
- If a school has a Red for one or more subgroups, the maximum overall rating it can have is Yellow.

Four example Accountability Scorecards are presented below for example schools that achieved an overall Green (Figure 30), an overall Yellow (Figure 31) an overall Red (Figure 32) and another overall Yellow because of having one Red subgroup (Figure 33).


SAMPLE ELEMENTARY NAME		STATUS: GREEN				
SAMPLE DISTRICT NAME		REWARD SCHOOL				
Student Group	Content Areas					
	Mathematics	Reading	Writing	Science	Social Studies	
All Students	2	2	2	2	-	
Bottom 30%	2	2	2	2	-	
American Indian or Alaska Native	-	-	-	-	-	
Asian	-	-	-	-	-	
Black or African American	2	2	2	1	-	
Native Hawaiian or Pacific Islander	-	-	-	-	-	
White	2	2	2	2	-	
Two or more races	-	-	-	-	-	
Hispanic of any race	1	2	2	1	-	
Economically Disadvantaged	1	1	1	1	-	
English Language Learners	-	-	-	-	-	
Students with Disabilities	1	1	1	1	-	
<b>Overall</b>	<b>45 / 56 = 80% of points earned</b>					
Graduation Rate: XX%		Attendance Rate: XX%				
Educator Evaluations: In Good Standing						
Compliance Factors: None						

Figure 30. Sample Accountability Scorecard for a school achieving an overall Green.


SAMPLE ELEMENTARY NAME		STATUS: YELLOW				
SAMPLE DISTRICT NAME		FOCUS SCHOOL				
Student Group	Content Areas					
	Mathematics	Reading	Writing	Science	Social Studies	
All Students	1	2	1	1	-	
Bottom 30%	0	2	2	0	-	
American Indian or Alaska Native	-	-	-	-	-	
Asian	-	-	-	-	-	
Black or African American	1	1	2	1	-	
Native Hawaiian or Pacific Islander	-	-	-	-	-	
White	2	2	2	1	-	
Two or more races	-	-	-	-	-	
Hispanic of any race	1	2	1	1	-	
Economically Disadvantaged	1	1	2	1	-	
English Language Learners	-	-	-	-	-	
Students with Disabilities	1	1	0	0	-	
<b>Overall</b>	<b>33 / 56 = 59% of points earned</b>					
Graduation Rate: XX%		Attendance Rate: XX%				
Educator Evaluations: In Progress						
Compliance Factors: SIP Not Submitted						

Figure 31. Sample Accountability Scorecard for a school achieving an overall Yellow.


SAMPLE ELEMENTARY NAME		STATUS: RED				
SAMPLE DISTRICT NAME		PRIORITY SCHOOL				
Student Group	Content Areas					
	Mathematics	Reading	Writing	Science	Social Studies	
All Students	1	1	1	1	-	
Bottom 30%	2	2	2	0	-	
American Indian or Alaska Native	-	-	-	-	-	
Asian	-	-	-	-	-	
Black or African American	1	1	1	0	-	
Native Hawaiian or Pacific Islander	-	-	-	-	-	
White	1	1	1	0	-	
Two or more races	-	-	-	-	-	
Hispanic of any race	0	1	1	0	-	
Economically Disadvantaged	1	1	1	0	-	
English Language Learners	-	-	-	-	-	
Students with Disabilities	1	1	1	0	-	
<b>Overall</b>	<b>24 / 56 = 43% of points earned</b>					
<b>Graduation Rate: XX%</b>		<b>Attendance Rate: XX%</b>				
<b>Educator Evaluations: Not Submitted</b>						
<b>Compliance Factors: SIP Not Submitted</b>						

Figure 32. Sample Accountability Scorecard for a school achieving an overall Red.


SAMPLE ELEMENTARY NAME		STATUS: YELLOW				
SAMPLE DISTRICT NAME		REWARD SCHOOL				
Student Group	Content Areas					
	Mathematics	Reading	Writing	Science	Social Studies	
All Students	2	2	2	2	-	
Bottom 30%	2	2	2	0	-	
American Indian or Alaska Native	-	-	-	-	-	
Asian	-	-	-	-	-	
Black or African American	-	-	-	-	-	
Native Hawaiian or Pacific Islander	-	-	-	-	-	
White	2	2	2	2	-	
Two or more races	-	-	-	-	-	
Hispanic of any race	-	-	-	-	-	
Economically Disadvantaged	-	-	-	-	-	
English Language Learners	-	-	-	-	-	
Students with Disabilities	-	-	-	-	-	
<b>Overall</b>	<b>22 / 24 = 92% of points earned</b>					
<b>Graduation Rate: XX%</b>		<b>Attendance Rate: XX%</b>				
<b>Educator Evaluations: In Good Standing</b>						
<b>Compliance Factors: None</b>						

Figure 33. Sample Accountability Scorecard for a School Achieving an overall yellow because of a subgroup achieving a Red.

This system helps to counter the perception that there are “too many ways to fail AYP,” a common criticism that we have heard over the last ten years of No Child Left Behind. In this system, a school has some wiggle room, in recognition of the fact that schools are complex ecosystems and changing performance is not always a linear process. Introducing the “Yellow” concept (which is essentially translated to making AYP—with cautions) means that we have the ability now to differentiate school performance beyond the former dichotomous make/did not make designation that lost a lot of the nuance about where schools were doing well and where they were doing poorly.

We also believe that the proposed Accountability Scorecard is highly intuitive to users, which is particularly important since education touches everyone but not everyone is a professional educator or has extensive data training skills. The Red-Yellow-Green scheme is intrinsically familiar to everyone; and the grading scale for a school’s final color mimics an actual traditional grading scale, with which everyone is acquainted.

Michigan recognizes that, particularly in the first several years of this system, we are likely to have a large “Yellow” category. This was a point of discussion with our stakeholder groups, many of whom felt we should make the “Green” category larger and the “Yellow” category smaller. After reviewing the data, MDE still believes this is appropriate given where our state is at with our current performance. While many of our schools are not “failing,” very few of them are succeeding at the level that we need them to succeed (i.e., preparing students for career and college), making Yellow (with its cautionary message) an appropriate color for these schools. Yellow is also important in terms of utilizing being able to utilize the accountability data to appropriately target supports for continuous improvement of all schools. When a school has an overall Yellow rating, it becomes necessary to look at the colors within the subjects, and assess the reasons for that Yellow rating.

The Red category will also serve as a warning system for schools with regard to their potential to become a Priority school. The Red category will include more schools than the lowest 5% of schools. This is appropriate, because although a school may not be in the lowest 5%, they may be close, and the Red designation can be used to alert them to the fact that they are in a danger zone. Importantly, the colors within subjects and subgroups can then help them to target their work more efficiently so that they can increase achievement, close gaps, and improve subgroup performance strategically where it is most needed.<sup>78</sup>

### **Determining a Scorecard for LEAs**

Michigan will produce a scorecard (using the green/yellow/red color scheme described above) for each LEA as well as each school. All calculations and factors will be the same, but results will be aggregated

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<sup>7</sup> For determining AYP in small schools, MDE intends to continue to use its current small schools methodology for AYP, which includes multi-year averaging, as well as a sliding confidence interval for making AYP determinations.

<sup>8</sup> MDE intends to continue to utilize current calculation practices for AYP, such as including formerly special education students and formerly limited English proficient students, multi-year averaging, indexing across grades, and other technical details to calculate AYP.

to the district level. Michigan plans to treat the district as one large school, so to speak, rather than calculating a green, yellow or red status for each grade level within the district.<sup>9</sup> Treating the district as one unit will help with clarity of results, and will also push districts to play an active role in the accountability and the supports. This means that subgroups will be detected more quickly in the district now; the n-size of 30 students will only need to be reached district-wide for that subgroup to appear on the Scorecard, as opposed to 30 in elementary, middle and high school. This will be particularly helpful in terms of detecting and holding districts accountable for the performance of their limited English proficient students. Only 71 of 200 districts that have LEP students currently receive a district level AYP designation for their LEP subgroup, because they do not have 30 students at each of the grade levels. This change will now hold more districts accountable for these students.

Michigan also plans to produce a Focus Districts list, where districts are ranked by the size of their achievement gap in the same manner as schools. We are concerned that some districts may choose to segregate their lowest performing students in one building, in order to keep achievement gaps smaller in their other buildings. One critically important element in designing high-stakes accountability systems is to be very strategic about avoiding unintended consequences--such as potentially increasing the segregation of schools by requiring schools to focus on their achievement gaps. By producing a district Focus list, districts have to be accountable for the size of their achievement gap overall, as well as within certain schools.

If a District appears on the state's Focus list, the following consequences will apply:

1. Districts appearing on the list of Focus Districts will be required to complete the steps required of Focus schools, including the Title I set-asides. This will include the utilization of a District Improvement Facilitator, monitoring and evaluation, and the provision of other resources as described on page 61.

AND

2. MDE will publish a list of these Focus Districts. We will also examine the district and the school list. If a district appears on the district list, but has no schools on the Focus list, MDE will investigate the student composition of the schools in the district. If the school a) differs dramatically in terms of the student composition and prior achievement, and b) has shifted its population after the inception of the Focus schools policy, we will consider that this change was made strategically on the part of the district. Districts will have the opportunity to provide rationale for this change--and this rationale must include both a research-based strategy that is behind this decision AND a strategic and specific plan about what programs and opportunities are being offered to those students. We will produce a "watchdog" report--naming districts who appear to be segregating students in separate facilities--and notify parents of this behavior, so that they can make informed decisions. This report will be publicly reported.

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<sup>9</sup> This change has been proposed in Michigan's 2011-2012 Accountability Workbook.



This may seem extreme. However, if districts begin to segregate low-achieving students into certain schools and allow them to be "failure factories," the achievement gap will not close. Furthermore, if a district pre-emptively segregates students whom they perceive have the potential to be low achieving into certain schools, we lose substantial ground that has been made in the desegregation of schools and the integration of all races, disabilities and languages into open access schools.

### **Other Academic Indicators**

Michigan proposes to include the following elements in the Accountability Scorecard: graduation rate, attendance, participation, educator evaluations and compliance with state law.

#### *Graduation Rate*

As is currently done in AYP, we propose to hold schools accountable for making the 80% graduation rate target. If the school does not meet the target, it has an opportunity to make it on safe harbor, which is defined (as previously) as the reduction of 25% of the gap between the current graduation rate and the 80% target. If a school has the graduation rate of 80%, it will receive a "Green" for graduation rate; if it makes the graduation rate improvement target, it will receive a "Yellow"; and if it misses both the rate and the improvement target, they will receive a "Red." A "Red" on this indicator will function the same way as any other "Red"—a school cannot be "Green" if it has a "Red." Graduation rate will count for ten percent of a school's overall available points.

#### *Attendance*

In order to ensure that schools without a graduation rate have an additional indicator, we will continue to use attendance rate for elementary/middle schools. This is either a "Green" (the school met the target) or a "Red" (the school did not meet the target).

#### *Participation*

As mentioned previously, participation will be calculated in conjunction with each subject and subgroup, and a school must assess 95% of students. One "Red" for participation keeps a school from being "Green" overall; two "Reds" for participation in the "all students" category mean that a school is automatically "Red" overall. This is to prevent schools from not assessing students, particularly those low-performing students in subgroups.

One common (and somewhat misleading) comment we received from stakeholders is that it's too easy for "one student" to cause a school to miss a participation target. This is only true in schools with very small subgroups or numbers of students. In a school with 100 students, for example, 95% participation is 95 out of 100 students, leaving five students who, if not assessed for some reason, will not hurt the school. It is true that the 6<sup>th</sup> student to not be assessed would put the school over their limit, but there are five other students who were not assessed first.

However, to account for the fact that a very small school or very small subgroup can be negatively impacted by only one student, we propose that if more than 5% of the population OR two students,

whichever is greater, is not assessed, the school fails to meet its participation target. For example: if a subgroup has 30 students in it, 5% of 30 students is 1.5 students. In this case, we would round up and say that the school needs to assess 28 of 30 students in order to meet the target.

#### *Educator Evaluations: Reporting Effectiveness Labels*

In order to strengthen our ability to ensure compliance from districts in terms of implementing their local evaluation systems (as well as the state evaluation system), we will give schools credit for reporting 100% of their educator effectiveness labels. This will be either a “Green” or a “Red” indicator—either the school reports 100% of its required labels and receives a Green, or it does not and receives a Red. Transparency with parents and other stakeholders is critically important, and including this important measure of quality on the Accountability Scorecard is a key element to that.

#### *Compliance with State Law*

Schools are required by state law to have a school improvement plan, and to complete School Performance Indicator reports. These data are a necessary element of this systematic diagnosis of the school, their strengths and weaknesses, and developing and monitoring a plan. Therefore, we will give a school credit for submitting a school improvement plan and completing their School Process Rubrics. These data are then used in schools for their data analysis discussions and for targeting instruction and reforms.

#### **Rationale for AMOs**

The AMOs we propose reflect the fact that Michigan’s starting point is dramatically different, given our new career- and college-ready cut scores. The proficiency AMOs require that schools grow by equal increments each year, remain the same once set, and reflect a school’s starting location. These were all important modifications that were introduced based on lessons learned from the previous AMOs. Schools need to have targets that relate to their own situation; they need to be clear on what the goals are so that they can plan ahead, and they need to be given a steady trajectory to work with, versus the “stair-step” approach taken previously, where targets remained constant for several years and then dramatically increased in the years approaching 2014.

The performance change we expect to see in our schools during the next few years is significant. However, it’s also carefully grounded in extensive research, data analysis, and stakeholder input. As mentioned previously, we spent considerable time engaged with practitioners and policy groups as we set forth to build our new AMOs. We also ran volumes of data in an effort to test our assumptions and results.

We have sought to harness the tension between ambition and attainability, and we believe we have struck the right balance. We are cognizant of the challenges our schools face, particularly with the pending change in cut scores, but we believe they are capable of achieving their objectives if they have the right tools and support. As outlined in this waiver request, we think we can deliver that support through diagnostic intervention and data-driven approaches.

Perhaps the best support for our thinking, however, relates to the core principles stated at the beginning of this document:

- \* **All means all. Every child has an innate capacity for learning, and we must meet the needs of each and every Michigan student with high-quality systems, tools and resources. Our expectations for all students must be consistently high.**
  - \* The use of for the bottom 30% subgroup for calling out subgroup achievement will allow us to isolate and address student achievement gaps wherever they exist, not just in Michigan’s larger schools.
  - \* The growth rates we’re targeting are going to propel our students forward at a pace we’ve never before seen, but think our schools can manage.
  - \* The state is prepared to leverage its partnerships and resources to make sure these AMOs are met. Why? Because of the next core belief, stated below.
- \* **We must ensure our children are career- and college-ready. We define this as student preparation that is adequate to allow a student to pass first-year community college courses without remediation. Our state is preparing students not just for the opportunities we know about today, but also for the economic and intellectual challenges of the future.**
  - \* We cite this quotation, which says it all:
 

A May 2011 study by the Detroit Regional Workforce Fund found that 47 percent of adult Detroit residents, or about 200,000 people, are functionally illiterate — which means that nearly half the adults in the city can’t perform simple tasks such as reading an instruction book, reading labels on packages or machinery, or filling out a job application. Depressingly, about 100,000 of those functionally illiterate adults have either a high school diploma or the GED equivalent. You can stimulate the Detroit economy all you want, but even if jobs come back, people who can’t read won’t be able to do them.<sup>10</sup>
  - \* Michigan’s economy, which is among the worst in the nation, needs educational rigor, innovation, and results. We are using this ESEA Flexibility waiver as the next step in our work to deliver those results.
- \* **Our teachers and administrators are professionals whose talents are equal to the task before them. We must ensure our systems support their work effectively and allow them to innovate to meet the needs of their students.**
  - \* We have high-caliber individuals working in classrooms and schools across Michigan. We owe it to them to set our expectations higher and give them an opportunity to produce the growth of which they are capable.
  - \* Teacher organizations and policy experts are backing our plans. They support these proposed AMOs and, in fact, are asking to get started.
- \* **Our school-level interventions must similarly emphasize careful diagnosis and intervention, to**

<sup>10</sup> Friedman, Thomas and Mandelbaum, Michael (2011). [That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back](#). New York, NY: Farrar, Straus and Giroux

**maximize all available resources and effectively address the needs of all students.**

- \* Michigan has a wealth of expertise that can be brought to bear. We must begin to coordinate and harness our leaders, with an eye toward continuous improvement for all.
- \* We must constantly review and inform, review and inform. If we get to a scenario where most schools are up along that 85% line, we'll keep pushing that bar upward and working to deliver even more for Michigan's children.
- \* One-size-fits-all approaches are clumsy, costly, and less effective than those that diagnose and treat specific concerns. If we get smart about our interventions, we can get faster, stronger results.

But the most important evidence we can provide to show these AMOs are appropriately targeted is this: we are willing to hold ourselves, our schools, and our state accountable for them.

**Our State Report Card**

<https://oeaa.state.mi.us/ayp/index.asp>

**2.C REWARD SCHOOLS**

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

MDE proposes four identification strategies for Reward schools:

- Beating the Odds (identifies schools that should be rewarded for performing more highly than expected). The basic strategy for the Beating the Odds analysis is as follows:
  - Identify schools that are similar on demographic characteristic, and from each group of similar schools, identify the highest performing school.
  - Identify a school's predicted outcome based on demographic characteristics, and then identify which schools over-performed their expected outcome.
  - Identify those schools who are determined by both methodologies to be "beating the odds" to be the final list of Beating the Odds schools.

MDE has received some suggestions from stakeholders regarding the Beating the Odds methodology. Prior to the ESEA Flexibility application, the Beating the Odds list was simply a report that MDE produced each year in order to encourage schools that were doing better than expected in terms of their performance. With the increased stakes attached to it via this

application, however, MDE commits to engaging in a series of stakeholder meetings to refine and revisit the methodology. For example, in some of the clusters of schools, the school with the highest ranking may not be significantly higher than the mean ranking of that cluster, but that top-ranked school in the cluster would still be identified as beating the odds. These types of methodological business rules are best hammered out through thoughtful conversation with external stakeholders and experts.

- Top 5% of schools on the Top to Bottom list of schools (“high performing schools”). Detail on Top to Bottom methodology is included below; the basic strategy for the Top to Bottom list is as follows.
  - Using data on all five tested subjects and graduation rate where available, rank schools from the 99<sup>th</sup> percentile to the 0<sup>th</sup> percentile.
  - Each content area metric is based on achievement (1/2 of the metric), improvement (1/4 of the metric) and achievement gap (1/4 of the metric). This creates a tension between high achievement, but also improvement over time and keeping the achievement gap small so that all students are learning.
  - Once the complete Top to Bottom list is identified, the top 5% of that list can be considered “highest-performing” schools. These are schools with high overall achievement, who are demonstrating improvement over time, and who are demonstrating high achievement and improvement in all students as evidenced by their small achievement gaps.
- Schools with the top 5% improvement rates (on a composite rate of improvement in all tested subjects)—for “high progress” schools
  - In the complete Top to Bottom ranking, an improvement rate is identified for each content area.
  - To determine “high progress” schools, the following steps are conducted:
    - Create a composite improvement index based on improvement in all available tested subjects.
    - Rank schools on their composite improvement index.
    - Identify the 5% of schools with the highest rates of improvement.
- Schools improving beyond the 85% ultimate proficiency target for the whole school and remaining a Green school otherwise.

**A school cannot be named a Reward school if it is a Priority school or a Focus school, or if it has failed AYP (i.e. gotten a “Red” overall status on the Accountability Scorecard).**

## Understanding the Top to Bottom Methodology

In 2011, Michigan produced a comprehensive Top to Bottom ranking of all schools in the state. This ranking was developed based on the original methodology for identifying persistently lowest achieving schools, following the federal School Improvement Grant ranking formula requirements. Throughout the 2010-2011 school year, MDE modified the original PLA ranking based on extensive comments from stakeholders and internal evaluation of the methodology and data. Although the 2011 PLA list was still run using the original methodology (due to a technicality in state legislation), MDE produced the full Top to Bottom list as part of our “light of day” reporting initiatives. It gave schools a “low-stakes” look at their ranking on the new metric, provided them with important diagnostic data for their schools, and afforded MDE the opportunity to educate schools and educators on the metric before it took on a more high-stakes nature.

The Top to Bottom list includes all five tested subjects (mathematics, reading, writing, science, and social studies) and graduation rate (when available). Each subject is measured using three indices: achievement, student growth/school improvement, and achievement gap.

- **Achievement:** To obtain a measure of a school’s achievement over all students in various grades and test types, we standardize each student’s scale score on the test they took. This gives us a value that tell us how well each student did on that test compared to all others statewide who took that same test in that same grade and subject in a given year. This allows us to standardize out potential differences in difficulty of cut scores or tests not accounted for in the psychometric properties of the test, and also allows us to put all students on a similar metric so that we can combine it for overall school achievement. Additionally, given our recent change in cut scores, looking at the percent of students proficient would have made it impossible to accurately rank at the bottom of the distribution, as so many schools have zero percent of their students proficient. Using standardized scale scores makes this truly a normative ranking system, as the proficiency criteria are not reflected in a school’s ranking.
- **Improvement:** Student improvement is included in two ways—integrating individual student-level growth data where available (reading and mathematics, grades 3-7) and examining school-level improvement rates where the student-level growth is not available. Provisions are made so that higher-performing schools are not penalized if they lack room to show improvement.
- **Achievement gap:** This gap is calculated as the distance between the average scale score for the top 30% of students and the bottom 30% of students in that each school. Larger gaps decrease a school’s overall ranking; smaller gaps help raise their ranking.

For schools with a graduation rate, the school is ranked on both the graduation rate as well as improvement in graduation rate, and this counts as 10% of the overall school ranking.

Each content index counts equally toward the final ranking, and a school receives a ranking if it has at least 30 full academic year students in both the current and the previous year in at least two content areas.

The Technical Appendix includes a PowerPoint presentation (see Attachment 13.C) and detailed business rules (see Attachment 13.B) on this methodology. We have also created a [webpage with extensive resources](#) for schools, districts and others to understand their ranking.

Finally, MDE has initiated a significant informational campaign regarding the Top to Bottom ranking methodology. This included presentations on the ranking during a 12-stop Accountability Tour around the state, a statewide webcast, recorded interactive presentations, and numerous hands-on presentations with schools, districts, and other organizations.

### **Small Schools in the Top to Bottom Ranking**

In order to receive a ranking, a school is required to have at least 30 Full Academic Year students in both the current and previous year in at least two tested content areas. This means that very small schools, or schools with a small number of full academic year students, do not receive a ranking and therefore are ineligible to be Priority, Focus or Reward schools. These schools tend to be very small charter schools, alternative education schools, and very small rural schools. Although it is appropriate for those schools not to receive a ranking in the current methodology (due to the N-size requirements for stable and reliable calculations), we also recognize that those schools need to receive reasonable and meaningful accountability designations. We intend to convene a taskforce specifically to address this task, particularly given the fact that the schools are not only small, but tend to fall into distinct categories. For example, finding appropriate metrics to hold alternative schools accountable is a challenge; they should have high expectations like all other schools but they also educate a unique population and metrics for success may be different and may include other measures. MDE will begin to convene this taskforce in the spring of 2012, and will conclude work by December of 2012. At that point, MDE will submit the appropriate notifications to USED and request modifications to current policy as appropriate.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Michigan is working with its partners and stakeholders to identify innovative ways to recognize high-achieving schools. Although we do not have funds available to reserve under ESEA section 1117(c)(2)(A) to provide financial incentives to Reward Schools, we have identified other types of recognition, as described in [Section 2A](#) of this waiver request.

## 2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Using the Top to Bottom methodology described above, MDE plans to identify Priority schools as:

- Schools in the bottom 5% of the Top to Bottom ranking.
- MDE will ensure that the number of schools identified as Priority schools is equal to at least five percent of the state’s Title I schools as Priority schools.
- In addition to the bottom 5%, MDE will also add any school with a graduation rate of less than 60% for three consecutive years and any Tier I or Tier II school using SIG funds to implement a turnaround model.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

As described previously, all LEAs with Priority schools will be required to implement one of four intervention models as described in the US Department of Education Final Requirements for School Improvement Grants:

- Turnaround Model
- Transformation Model
- Restart Model
- School Closure

A Priority school that implements one of the four School Improvement Grant models satisfies the turnaround principles. *See page 10 of the ESEA September 23, 2011 Flexibility document.*

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

In January 2009, Michigan's legislature passed reform legislation and embodied it in Michigan's School Code. This law requires the following:

Section 380.1280c



(1) Beginning in 2010, not later than September 1 of each year, the superintendent of public instruction shall publish a list identifying the public schools in this state that the department has determined to be among the lowest achieving 5% of all public schools in this state, as defined for the purposes of the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American Recovery and Reinvestment act of 2009 Public Law 111-5.

This law sets out timelines by which LEA's who have schools on the list must submit reform/redesign plans to Michigan's state school reform/redesign officer. Schools identified on this list must select as the basis for their plan one of the federal models--turnaround, transformation, restart, or closure. Plans must include all elements as described in the federal guidance.

Schools on this list formerly known as "Persistently Lowest Achieving" will now receive the designation of Priority Schools and will follow the timeline as given in the state law. All dates in the timeline required by law are shown with an \*.

**Table 4. Timeline for Priority Schools.**

Date	Action Step
No later than September 1 of each calendar year*	List of Priority Schools published by MDE*
No later than three weeks after publication of Priority Schools list	<p>State School Reform Officer holds initial meeting with LEA and school(s) representatives to explain Reform and Redesign options:</p> <ul style="list-style-type: none"> <li>• Restart Model</li> <li>• Transformation Model</li> <li>• Turnaround Model</li> <li>• Closure</li> </ul> <p>The following groups will be represented at the initial meeting to offer technical assistance.</p> <ul style="list-style-type: none"> <li>• MDE staff with expertise in both school reform and knowledge of the guidance under which the plans must be developed and operated.</li> <li>• Representatives of the regional education service agencies that have Priority schools who will be offering assistance at the local level.</li> <li>• Members of district intervention teams with</li> </ul>

	<p>expertise in diagnosing systems problems at the district level.</p> <p>(Personnel, budget, procurement, instruction and instructional strategies, professional development)</p>
Next 90 days	<p>Category 1 schools select intervention model and write draft plan. Assistance for plan development may be requested from MDE, the LEA’s regional educational service agency, or members of the School Support Team.</p> <p>Category 2 schools will receive assistance in developing their plan from a District Intervention Team, who will accomplish the following:</p> <ul style="list-style-type: none"> <li>• Meet with Priority School(s) School Improvement Teams to help conduct a needs assessment designed to identify root causes of low student achievement</li> <li>• Work with school leaders to select the most appropriate Reform and Redesign model based on needs</li> <li>• Select which components of the Statewide System of Support meet the student and staff needs and be incorporated into chosen model</li> </ul> <p>Category 3 districts/schools will meet with a District Intervention Team. The Intervention Team will do the following:</p> <p>Review district level supports for the school(s) in the following areas:</p> <ul style="list-style-type: none"> <li>• Student Achievement/Instruction</li> <li>• Budget and financial practices</li> <li>• Procurement</li> <li>• Recruiting, screening, hiring and placement of staff</li> <li>• Diagnose problem areas and provide prescription(s) for solutions</li> <li>• Conduct a needs assessment of the school(s) to select the most appropriate Reform and Redesign plan</li> <li>• Write the plan</li> <li>• Budget for the implementation of the plan</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide oversight of plan implementation</li> <li>• Effective evaluation of teachers and principals</li> <li>• Support/mentoring of principals</li> </ul> <p>Category 4 districts/schools These schools are going to be subject to transfer into the EAS pursuant to state law.</p>
Within 90 days after publication of Priority Schools list	LEA submits draft school(s) Reform and Redesign Plan(s) to State School Reform Officer
Within 30 days after Reform and Redesign Plan submission*	State School Reform officer reviews the draft plans and gives feedback to LEA.
Within 30 days after the draft Reform and Redesign Plan is reviewed and returned to the LEA	<p>LEA must resubmit plan for approval/disapproval:</p> <ul style="list-style-type: none"> <li>• If Reform and Redesign Plan is not approved, the school will be placed under the auspices of the Educational Achievement System beginning the following school year</li> <li>• If Reform and Redesign Plan is approved, LEA/school use the remainder of the school year to put the plan in place for implementation the following fall*</li> </ul>
Throughout the school year	<p>School Support Team meets quarterly with Priority School(s) School Improvement Team to monitor the continuous improvement processes in the school.</p> <p>Each school reports quarterly to MDE on its plan implementation progress</p> <p>Category 4 schools are monitored monthly by the School Reform Office to evaluate progress on the School Reform Plan. Evaluation reports are shared with schools to review progress and plan next steps for plan implementation.</p>
No later than June 1	<ol style="list-style-type: none"> <li>1. LEA must revise its district plan to indicate how its Priority schools(s) will receive district supports</li> <li>2. School must revise its school improvement plan to incorporate the elements from the Reform and</li> </ol>

	<p>Redesign Plan it has selected to implement and the supports chosen to meet its needs.</p>
<p>No later than August 30</p>	<p>MDE will perform a desk review on both the district and the school to determine whether the improvement plans have been appropriately updated and create a file for each school that contains baseline data for both leading and lagging indicators</p>
<p>During the following school year of Reform and Redesign Plan implementation</p> <p>These activities will continue in successive years of implementation if the data indicates a need, schools are moving off the Persistently Lowest Achieving List and new schools are coming on the list</p>	<ul style="list-style-type: none"> <li>• MDE will hold a minimum of two networking meetings for LEA/school teams with Reform and Redesign Plans to share best practices around the implementation of college and career ready standards and the instructional strategies that best support such implementation</li> <li>• MDE will devote a strand of the Fall and Spring School Improvement conferences for Priority Schools to support implementation of their plans and the implementation of college and career ready standards</li> <li>• MDE will hire and train contractors, called Improvement Specialists, to monitor the implementation of the Reform and Redesign Plan, communicate regularly with the district and school board and meet monthly/bimonthly with MDE to share updates and network with other contractors.</li> <li>• MDE will conduct site visits on a regular basis (at least once per month) to review progress on plan implementation, and will work with schools to provide focused technical assistance around implementation efforts. These efforts will generate a progress report based on benchmarking efforts related to implementation indicators and quantitative leading and lagging data indicators related to school and student performance.</li> <li>• MDE will provide an online professional development and communication tool that addresses common reform barriers for teachers, instructional leaders, and building/district administration.</li> <li>• A series of job-embedded professional learning events and resources will be created and</li> </ul>

disseminated using this site, and based on “just-in-time” data summaries from school monitoring efforts.

- MDE will develop a comprehensive professional development program of resources and strategies that specifically address achievement gap remediation efforts for use in Focus and Priority schools. These will be based upon a number of leading, research-based models for addressing both general proficiency achievement gaps (as identified by the Bottom 30% indicator addressed earlier) and cultural sub-group achievement gaps.

The SEA’s proposed timeline allows the District and its school(s) in to obtain differentiated levels of supported based on each school’s status. Please refer to [Section 2A](#) for more information about the supports available to Priority schools.

MDE’s Statewide System of Support is designed to build the capacity of School Improvement Team members to identify root causes of low student achievement through the collaboration and direction of the School Support Team. Through quarterly meetings with the building School Improvement Team, this School Support Team is also building the capacity of staff to monitor the implementation and impact of the School Improvement Plan. These activities can be continued after the school is no longer identified and the School Support Team is not assigned to the school.

Additionally, the various components that might be chosen that align with the school’s needs will help develop skills and therefore increase the capacity of staff to:

- Implement research-based strategies;
- Deepen the knowledge of the Common Core Standards;
- Lead improvement initiatives;
- Use data to inform instructional decisions;
- Continue climate, culture, student engagement initiatives; and/or
- Implement new skills from job-embedded professional learning opportunities after the supports are no longer available.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

MDE proposes the following exit criteria for Priority schools:

- A Priority school needs to make Adequate Yearly Progress (AYP) after a year of planning and three years of intervention planning or be on track to make AYP during the final year of intervention, and show significant improvement as reflected through reform plan implementation and a combination of leading and lagging indicators.
  - AMO targets have been adjusted to reflect new cut scores.
  - Student growth, provisional proficiency, and safe harbor are all still available to schools to help them make AYP. These are combined with other leading and lagging indicators and a set of identified practices based on each school’s reform plan that are identified through implementation indicators aligned to the reform plan.
  - During the three years of intervention, additional indicators related to plan implementation will be used to assess the progress of individual school’s reform efforts, and ultimately, inform the decision for poorly performing schools to the EAA. These are identified in the table below. Individual progress indicators within each category are used to generate scores that are weighted according to the year of implementation as shown.
- This holds Priority schools accountable to move students toward proficiency at an escalated rate during their time in the Priority school intervention, while recognizing that implementation of the reform plan may not be immediately reflected in student growth because of ongoing transitions within the school.
- It sends the message that we hold equally high expectations for our Priority schools as we do for all schools.

Indicators of implementation and progress are weighted at different levels over the three years to allow for reform plan efforts to be reflected in student performance outcomes, and focus on leading indicators and implementation efforts during early efforts as a Priority school.

**Table 5. Determination of satisfactory progress for Priority schools.**

Review Criteria	Year 0 (Planning Year)	Year 1	Year 2	Year 3
Leading Indicators:	n/a	20%	20%	0%
- Instruction time increases				
- Assessment participation rate				
- Dropout (and/or mobility) rate				
- Student attendance rate				
- Students completing advanced work				
- Discipline incidents				
- Course completion and retention				
- Teacher performance using eval. System				
- Teacher attendance rate				
Implementation Indicators:	n/a	80%	55%	40%
- Build leadership capacity				
- Teacher/leader evaluation process				
- Educator reward/removal process				

- Professional learning for staff				
- Recruitment/retention of staff				
- Data use to guide instruction				
- Quality instruction and differentiation				
- Increased learning time				
- Family/community engagement				
- Operational flexibility				
- Technical assistance partnerships				
Lagging Indicators:	n/a	0%	5%	10%
- % students in each proficiency level				
- Average scale scores				
- %ELL who attain English proficiency				
- Graduation rate				
- College enrollment rate				
- Improvement on leading indicators				
Student Proficiency and AYP:	Designated as	0%	20%	50%
- All Students	Priority School			
- Race/Ethnicity Subgroups				
- Limited English Proficient				
- Students with Disabilities				
- Economically Disadvantaged				
- Bottom 30% (achievement gap)				

## 2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Using the Top to Bottom methodology identified above, we further identify Focus schools as follows:

- Schools with the largest achievement gap, where achievement gap is defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students.
- MDE proposes that we redefine “subgroup” for the purpose of identifying Focus schools to be the bottom 30% of students, regardless of which demographic subgroup the student is in.

Stakeholders have questioned whether or not this methodology might result in a relatively high-performing school overall having a large achievement gap, where the bottom 30% subgroup is still relatively high performing. MDE believes it is appropriate to hold an overall high-performing school accountable for having a large achievement gap because, as our core values state, we want to increase achievement and see growth in ALL of our students. Although a school may be doing relatively well compared to other schools in the aggregate, it is still a negative learning experience for those students who are left behind. The system of supports will also identify the appropriate type of interventions and supports for schools where this is the case. The school should still be held accountable, but what should be done to assist it may look different depending on its circumstances.

We also examined the relationship between the size of the achievement gap and the overall achievement level of the schools. Looking at Figure 35 below, we can see that there are relatively high

achieving schools with very large gaps—but there are also high-achieving schools WITHOUT large gaps. Similarly, there are lower achieving schools with large gaps as well.

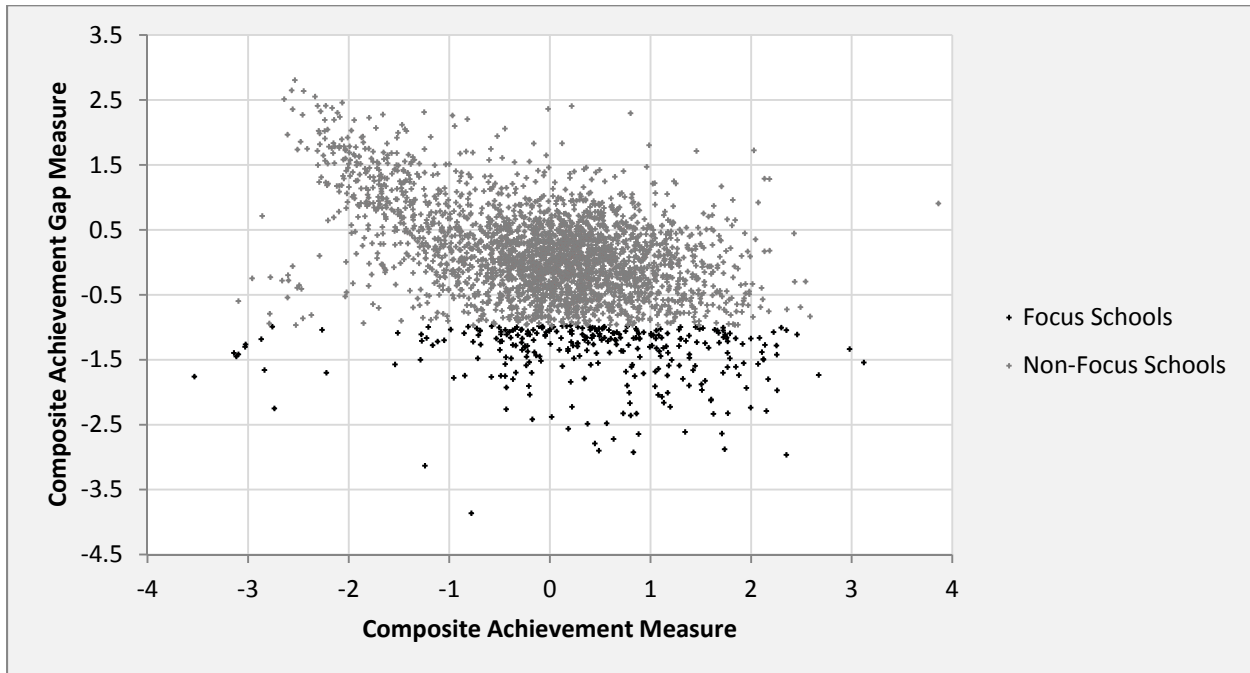


Figure 35. Distribution of Focus schools by achievement measure.

One final concern about Focus schools that we have heard from stakeholders is that a low-achieving school may not be identified as a Focus school because it avoids a large gap—but it is in need of interventions and support. This is where the system of differentiated accountability works together. A very low-performing school will be identified as a Priority school; schools that are slightly higher than the bottom 5% but that are still low-performing will likely receive a “Red” on the Accountability Scorecard, which serves to put them on warning that their achievement levels need to increase in order for them to avoid the more substantial sanctions associated with Priority schools.

Focus schools are merely one of many methods in the system to identify schools in need of interventions and support, and will be a critical component to Michigan achieving one of our key goals—to close the achievement gap within schools and reduce the achievement gap statewide. This will only happen if we hold every school accountable for achieving success with all of its students.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

### **Focus School Needs**

MDE anticipates the needs of Focus schools will differ widely, depending on the nature, size, and reason for their achievement gaps. For this reason, we propose a broad timeline and menu of



activities (see [Section 2A](#)) that will allow for customized diagnosis and treatment of local student performance issues.

While our proposed schedule of activities is general in nature, the rigor and pace of change we expect from Michigan’s Focus schools are not. We look for stronger attention to be paid to student populations that are not performing at levels they should be. Based on feedback from stakeholders, we have also built checks into our proposed accountability system that would prevent schools from lowering the achievement of the top 30% of their students as a means of addressing the gap, rather than boosting the performance of the bottom 30%. Our structure for determining AYP will ensure that all students must achieve well in order for the school to be on track toward its proficiency targets.

**Table 6. Focus school timeline of activities.**

Date	Action Step
No later than September 1 of each calendar year	List of Focus schools published by MDE
No later than four weeks after publication of Focus Schools list	MDE convenes technical assistance meeting with districts; school(s) staff to discuss resources available, what multi-tiered systems of support look like and recommendations for instructional strategies for ELL and SWD. Schools will be notified that if they appear on the list of Focus schools two consecutive years, then the SSoS will kick in at the beginning of the second year.
No later than December of the current school year	District revises consolidated application to encumber District and Building set-asides as directed by MDE
Two additional meetings during the current school year	MDE convenes technical assistance meetings with LEAs to check on progress made in implementing school improvement activities. LEAs are notified that they will receive a District Improvement Facilitator at the beginning of the next school year and submit benchmarking reports to MDE on the district support of its Focus Schools
By October 1 of following school year	MDE appoints District Improvement Facilitator to work with LEA (central office staff and school board member(s))
October 1- March 1	District Improvement Facilitator works with the district to identify areas in which district is not supporting its Focus school(s) using MDE’s Comprehensive Needs Assessment and revises its District Improvement Plan

By March 1	Revised District Improvement Plan submitted to MDE for review and approval
March 1 – June 15	District provides technical assistance, in collaboration with the District Improvement Facilitator, to Focus School(s) to identify student and staff needs using MDE’s Comprehensive Needs Assessment and revise its School Improvement Plan to address subgroup challenge areas and build in a tiered intervention system and plan for needed professional development
July 1	District submits its LEA Planning Cycle and Consolidated Application including: <ul style="list-style-type: none"> <li>• 20% district level Title I funding as set-aside for implementation of a multi-tiered intervention system for Focus School(s)</li> <li>• 10% building level Title I funding as set-aside for implementation of professional development in how to implement a multi-tiered intervention system and/or research-based professional development for staff on how to teach identified subgroups</li> </ul>
By September 1	Focus school(s) submits revised School Improvement Plan(s)
September 1 of second calendar year following identification	Implementation of District and Building Level School Improvement Plans in collaboration with the District Improvement Facilitator
September 1 – June 30	The LEA, in collaboration with the District Improvement Facilitator, will monitor the implementation of the Focus School(s) School Improvement Plan and the impact of this implementation on student achievement of all students, focusing on the performance of students in the identified subgroups. MDE will review at least 50% of Focus Schools’ School Improvement Plans and monitor the inclusion of a tiered intervention system and professional development connected to identified subgroups.

### **Examples of Interventions**

MDE is working to identify the critical resource needed in Focus schools to help teachers select the correct “tier” of interventions for each student in math and ELA. These progress monitoring tools (see below) are critical to get students the additional help they need to get back on track. Most students’ performance is dynamic, requiring that the student access additional tiers of support to get caught up and then return to the baseline instruction. Progress monitoring enables teachers to

make these decisions more effectively.

MDE will require schools to ensure they have the necessary progress monitoring tools (and the related professional development). Funds for these purchases will come out of the 20% district set aside, the 10% school set aside or other Title I, II or III funds.

MDE is focusing interventions for Focus schools at the district level. Our state is working with the Center on Innovation and Improvement on the [Academy of Pacesetting Districts](#). A team went to Philadelphia the week of October 17, 2011, to be trained in this work and we intend to apply this learning to our work with Focus schools. The Center on Innovation and Improvement provided extensive research on the District Indicators of Effective Practice and we will be studying this work further and incorporating it into our interventions at this level.

As we implement components of Academy of Pacesetting Districts using the state-appointed District Improvement Facilitator, Michigan will be monitoring the level of progress made, identifying those districts that are making substantive gains and transfer our learning from these districts to the districts that are not. The success of districts and schools that are facing similar challenges should serve to motivate and inform those districts that are not showing as much progress.

In addition, MDE is working to coordinate multiple interventions and reform efforts into a thematic program of professional learning and support for school districts, schools, and individual educators around the topic of achievement gaps. As we've noted, the School Reform Office will coordinate the development of support products and services from different offices within the Michigan Department of Education around a common theme of eliminating the achievement gap through instructional practices. These efforts will address general achievement gap considerations, such as narrowed instructional focus and differentiation of curriculum expectations, through interventions focusing on instructional practices that target these gaps, such as Universal Design for Learning (UDL), Instructional Differentiation, and policy practices including a focus on Beating the Odds schools. In addition, this program of professional learning will focus on those issues that are reflected in achievement gaps for minority student populations as a result of cultural bias or local and regional policy issues, including Project Living Young and The Algebra Project.

The School Reform Office will coordinate these efforts among the Office of Educational Improvement and Innovation, the Bureau of Assessment and Accountability, the Office of Professional Preparation, and the Office of Field Services, among others, to ensure that individual innovations or program efforts are aligned, when appropriate, to include in the thematic focus on achievement gap issues.

Just as we are holding Michigan schools accountable for delivering stronger results, we are raising the bar on our own agency outcomes as we build stronger supports for each and every learner in our state.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

MDE proposes the following criteria:

- A Focus school will remain in the intervention and support pipeline for three years beyond its initial identification year.
- To exit Focus status, a school must make Adequate Yearly Progress (attaining Yellow or Green designation), including meeting the target for the bottom 30% subgroup, in the third year after their identification year. This is crucial; we believe removing the achievement gap in a school requires a strategic plan and time for proper implementation. Further, we are committed to ensuring schools work to bring up the bottom 30% as the mechanism for reducing the gap, rather than simply lowering the performance of the top 30% of students. A school's timeline in the Focus school intervention cycle is as follows: Identification Year, Year 1, Year 2, Year 3. In the August following the end of Year 3, an AYP designation is made. If the school is deemed Yellow or Green (including their bottom 30% subgroup), the school will no longer be a Focus school at the beginning of the next year. If they do not, they continue on as a Focus School (beginning Year 4 immediately after failing to make AYP), and have an opportunity each year after that to exit Focus school status.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS (SEE ATTACHMENT 9)**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>1111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>1111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		<i>F</i>
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
<b>TOTAL # of Schools:</b>					

Total # of Title I schools in the State: \_\_\_\_\_

Total # of Title I-participating high schools in the State with graduation rates less than 60%: \_\_\_\_\_

<b>Key</b>	
<p><b>Reward School Criteria:</b></p> <p><b>A.</b> Highest-performing school</p> <p><b>B.</b> High-progress school</p> <p><b>Priority School Criteria:</b></p> <p><b>C.</b> Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</p> <p><b>D-1.</b> Title I-participating high school with graduation rate less than 60% over a number of years</p> <p><b>D-2.</b> Title I-eligible high school with graduation rate less than 60% over a number of years</p> <p><b>E.</b> Tier I or Tier II SIG school implementing a school intervention model</p>	<p><b>Focus School Criteria:</b></p> <p><b>F.</b> Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</p> <p><b>G.</b> Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</p> <p><b>H.</b> A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</p>

## 2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

As described earlier in this request, all schools in Michigan will be ranked on a top-to-bottom list. Of those Title I schools not identified as Reward, Priority or Focus, MDE will take measures to ensure continuous improvement. The very fact that this ranking will be publically reported will be an incentive for schools to focus on increasing student achievement.

All Title I schools in Michigan will be expected to use Michigan’s Continuous Improvement Tools (MI CSI) to analyze its needs and determine the root causes of systems issues and learning gaps:

- MI CSI Tools
  - School Data Profile/Analysis
  - School Process Profile/Analysis
  - Goals Management in the School Improvement Plan

MDE has a robust building level School Improvement process, tools, training modules and a website that houses building’s School Data Profile/Analysis, School Process Profile/Analysis and School Improvement Plan. Title I schools also have their Targeted Assistance and Schoolwide components housed on this website.

When schools use these MI CSI tools as a diagnostic for uncovering the root causes of systems issues and student achievement challenges, schools can then identify goals, measurable objectives, strategies and activities in the core content areas that have the greatest likelihood of increasing student achievement.

Michigan has identified many tools, resources and processes to support continuous improvement in all schools that Title I schools will be expected to use to improve student achievement:

- Common Core Academic Standards to ensure students’ readiness for college or careers
- [Michigan’s READY Early Learning Program](#)
- [Modules to improve instruction](#) available at no charge through Michigan Virtual University at Learnport
- Michigan’s [Teaching for Learning](#) website for professional development in research-based instructional strategies and the use of data to inform instruction
- Michigan’s [Literacy Plan](#)
- Michigan [Online Resources for Educators](#) for professional development in how to integrate technology into instruction of the Common Core Academic Standards
- Michigan’s [elibrary resources](#)
- Michigan’s [School Data Portal](#)
- Michigan’s [MORE technology portal](#)
- [Regional Data Initiatives](#)
- [Parent Involvement Toolkit](#)

- Participation in the [Superintendent’s Dropout Challenge](#) to identify students at risk of dropping out of school and implementation of research-based supports and student level interventions to reduce the dropout rate
- Michigan’s [Online Professional Learning System \(MOPLS\)](#) is a series of interactive learning programs designed to guide educators in recommending assessments for students and using assessment results to assist students who are struggling with concepts in ELA and/or math.

MDE has partnered with the Michigan Association of Intermediate School Administrators (MAISA) to develop units, lessons and resources based on the Career and College Ready Standards. These units range from Kindergarten to 11<sup>th</sup> grade in ELA and math. These resources are available online at no charge to teachers in [English Language Arts](#) and [Mathematics](#).

Title I schools also have Technical Assistance from Office of Field Services consultants at the district level around the LEA Planning Cycle to address supports for the root causes. Title I schools will also receive technical assistance from the Office of Field Services, Special Populations unit consultants regarding English language learners and similar support from the Office of Special Education consultants regarding students with disabilities. Our work with a number of [partner organizations](#) extends MDE’s capacity to help these schools develop strong, data driven needs assessments and school or district improvement plans.

For those schools continuing to make AYP, these supports will prove satisfactory. For those Title I schools not making AYP, MDE will take a more active role. These schools will receive technical assistance from their regional educational service centers – RESAs - to ensure that the proper root causes are being addressed in appropriate research-based ways.

Districts with Title I buildings not making AYP will set-aside 20% of their Title I funds to do at least one of the following in the building(s) not making AYP:

- Option 1: Culture/Climate Intervention (e.g., behavioral support systems, cultural competency building among staff and students)
- Option 2: Complete Surveys of Enacted Curriculum
- Option 3: Professional learning in the AYP area – boosting support for any content area/student groups not making AYP.

The Title I buildings not making AYP will set-aside up to 10% of their building level Title I allocation to enable RESA consultants to provide technical assistance using an MDE developed Data Workshop to do this work. If a RESA does not have the capacity to provide this technical assistance, the school may contract with an approved MDE Schoolwide Facilitator.

A prescription of resources aligned to needs, based on the results of the Data Workshop, available at no charge will be recommended to these Title I schools not making AYP to incorporate into their SI Plans.

MDE will randomly sample the school improvement plans resulting from this needs assessment to ensure that the AYP areas are being addressed with research-based strategies.

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Throughout this document, supports for the various types of schools have been described. Additionally, MDE has compiled a list of resources available at no charge to all schools in Michigan, as described in the previous section.

Michigan schools annually assess themselves against the School Improvement Framework. The Framework consists of five strands, twelve standards, 24 benchmarks and 90 [key characteristics](#) that were supported by research as supports for continuous improvement in all schools.

The five strands are:

1. Teaching for Learning
2. Leadership
3. Personnel & Professional Learning
4. School & Community Relations
5. Data & Information Management

As Michigan has developed resources for its schools, it has been purposeful in aligning all supports to the School Improvement Framework. Then, when schools look at their self-assessment, there are aligned resources that could support identified deficits. This chart compiles all of the supports mentioned in this document along with other MDE supports and demonstrates how they align with our School Improvement Framework.



**Table 7. Summary of recognition, accountability and support For Principle 2; alignment with the Michigan School Improvement Framework**

Strands of the School Improvement Framework					
School Type	<b>Strand 1</b> Teaching for Learning	<b>Strand 2</b> Leadership	<b>Strand 3</b> Personnel and Professional Learning	<b>Strand 4</b> School and Community Relations	<b>Strand 5</b> Data and Information Management
All Schools	<i>MI Comprehensive School Improvement Planning Resources</i> <i>MI-Map Toolkit</i> <i>MDE Career- and College-Ready Curriculum Resources</i> <i>ASSIST for Teachers</i> <i>Michigan Online Resources for Educators</i> <i>Michigan’s Electronic Library</i> <i>MDE’s Teaching for Learning Framework</i> <i>Michigan’s Online Professional Learning System (MOPLS)</i>	<i>MI Comprehensive School Improvement Planning Resources</i> <i>MI-Map Toolkit</i> <i>MDE Superintendent’s Dropout Challenge</i>	<i>MI Comprehensive School Improvement Planning Resources</i> <i>MI-Map Toolkit</i>	<i>MI Comprehensive School Improvement Planning Resources</i> <i>MI-Map Toolkit</i> <i>MI-Map Toolkit</i> <i>Parent Engagement Toolkit</i> <i>MDE’s READY Early Learning Program</i>	<i>MI Comprehensive School Improvement Planning Resources</i> <i>MI-Map Toolkit</i> <i>Regional Data Initiatives</i> <i>MI School Data Portal</i> <i>MORE Technology Portal</i>
Title I Schools not making AYP	<i>Math/Science Center Technical Assistance</i> <i>Literacy Center Technical Assistance</i>	<i>District Support</i> <i>MDE Monitoring</i>	<i>Data Workshop</i> <i>Professional Development in AYP area/ subgroup(s)</i>		<i>Data Workshop</i>
All Priority Schools	<i>See All Schools above</i>	<i>See All Schools above plus: Reform/Redesign Plan</i>	<i>See All Schools above</i>	<i>See All Schools above</i>	<i>See All Schools above plus: MDE Monitor</i>

(more on next)

School Type	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Title I Priority Schools	<p>SSOS Content Coach</p> <p><i>SSOS Restructuring Model</i></p> <p>Extended Learning Time</p> <p><i>MDE approved</i></p> <p><i>Instructional model</i></p> <p><i>Surveys of Enacted Curriculum</i></p> <p>School Improvement Review</p>	<p>School Support Teams</p> <p><i>SSOS Instructional Leadership Coach</i></p> <p>SSOS Culture/Climate Intervention</p> <p><i>District Improvement Liaison</i></p> <p>District Support/ Monitoring/ Evaluation</p> <p><i>MDE Monitoring</i></p> <p>Possible state take-over if no substantial improvement after three implementation years</p>	<p>Professional development aligned to root causes</p> <p><i>Training in components of Reform/Redesign Plan</i></p> <p>SSOS aligned professional development</p>	<p>District quarterly reports to local school board</p> <p><i>Expanded School Support Teams</i></p>	<p>School Support Team monitoring School Improvement Plan implementation and student achievement at classroom level</p>
Title I Focus Schools	<p>Tiered system of interventions for identified groups</p> <p><i>MDE approved</i></p> <p><i>Instructional model</i></p> <p>Teacher collaboration time</p> <p><i>Surveys of Enacted Curriculum</i></p> <p>School Improvement Review</p>	<p>District Support/ Monitoring/ Evaluation</p> <p>District conducted Instructional Rounds</p> <p><i>District Support/ Monitoring/ Evaluation of building SI Plan and processes</i></p> <p>District Support/ Monitoring/ Evaluation of the building principal</p> <p><i>MDE Monitoring of district support, the DI Plan and District Improvement Facilitators</i></p>	<p>Professional development for effective instruction of identified groups</p> <p><i>Professional development on implementation of tiered system of interventions</i></p>	<p>District quarterly reports to local school board</p>	<p>Benchmarks for District Improvement Plan implementation and student achievement at building level</p>
Title I Reward Schools	<p><i>See All Schools above</i></p>	<p><i>See All Schools above</i></p> <p>plus: Increased flexibility in use of federal grant funds</p>	<p><i>See All Schools above</i></p>	<p><i>See All Schools above</i></p> <p>plus: Honored at MDE School Improvement Conference</p> <p><i>Provide banners and/or certificates</i></p>	<p><i>See All Schools above</i></p>

MDE has had success with its Title I schools no longer being identified after being in the SSoS for several years. However, there are also many Title I schools that have been in the SSoS for many years, some since 2006. Our building level supports have not been able improve their chronic low achievement. Many of these schools are now identified as Persistently Lowest Achieving schools. These schools have not benefited from a continuous improvement focus – they need rapid turnaround. This flexibility waiver opportunity has given us the opportunity to reexamine our SSoS, look at the research on improving achievement in low-performing schools and alter our approach to this important work.

This change in focus has led us to target intervention at a district level. Systemic issues have prevented many schools from implementing successful improvement efforts. By supporting district-level improvements, we hope to build consistency, capacity, and leadership across troubled systems, to ensure that all schools get the timely, effective resources they need.

### **Priority Schools: Supports and Interventions**

Michigan is taking a diagnostic approach to resolving school challenges, particularly when it comes to chronically low-performing buildings or those with significant achievement gaps. These schools will receive intensive, personalized support to ensure fast results. Specific information on this topic is provided in [Section 2A](#).

We are most optimistic about the use of highly skilled Intervention Teams in districts with schools that have been Priority Schools for some time. As described, each district with a Priority School in Category 2 or higher will be assigned an Intervention Team. District intervention teams will work in Priority schools in Categories 2 and 3 to help craft diagnostic reform/redesign plans. These plans will be informed by data and guided by the following research-based district level competencies:

1. **Leadership that Combines Passion with Competence.** Superintendents, principals, other administrators, and even lead teachers effectively cultivate not only a sense of urgency but also a sense of possibility, built on demonstrated expertise among people in key positions and their commitment to continuous improvement.
2. **Clear, Shared Conceptions of Effective Instruction.** The district identifies key ideas concerning effective instructional and supervisory practice, and works to establish them as a “common language” for approaching instructional improvement.
3. **Streamlined and Coherent Curriculum.** The district purposefully selects curriculum materials and places some restrictions on school and teacher autonomy in curriculum decisions. The district also provides tools (including technology) and professional development to support classroom-level delivery of specific curricula.
4. **Organizational Structures and Personnel that Embody Capacity to Teach and Motivate Adults.** The district maintains routines and structures within which adult educators (sometimes consultants) engage teachers and administrators in continuous improvement of instructional and supervisory practices. Coaching, observing, and sharing make it difficult for individuals to avoid the change process, and the push for adaptive change spurs resisters to leave their comfort zones or eventually depart from the district.

5. **Patient but Tough Accountability.** The district develops tools and routines for monitoring teaching practices and learning outcomes, targeting assistance where needed, and sometimes replacing teachers or administrators who fail to improve.
6. **Data-Driven Decision Making and Transparency.** Teachers and administrators analyze student performance for individuals and summarize data by grade level, special education status, English as a second language status, race/ethnicity, and gender. The district publicizes strategic goals for raising achievement levels and reducing gaps, and tracks progress in visible ways. Administrators identify, examine, and often emulate practices from successful schools.
7. **Community Involvement and Resources.** The district engages a range of stakeholders, including school board members, local businesses, and parents, to do their part toward achieving well-formulated strategic goals. \*\*\*\*

At a minimum, the Intervention Team will consist of:

- A district representative that also sits on the School Support Team (see below);
- An individual with district business office experience;
- An individual with knowledge in curriculum and instructional practice;
- An individual with school improvement or turnaround experience;
- An individual from a postsecondary institution; and
- Any other individual the superintendent of public instruction or state feels will contribute to the effectiveness of the Intervention Team’s work.

The Intervention team will begin its work by conducting a review of the district’s capacity to support rapid individual building turnaround efforts. At a minimum, the Intervention Team will address the following areas:

- District business practices, including but not limited to:
  - Human resource policies and practice
  - Contracting policies and procedures
  - Procurement policies and procedures
- District support of instructional programs
- District support of building principals
- District communication policy and practice
- Assist with writing the District Improvement Plan

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\*\*\*\* Ronald F. Ferguson, Sandra Hackman, Robert Hanna, and Ann Ballantine (December 2008). Raising Achievement and Closing Gaps in Whole School Systems: Recent Advances in Research and Practice. Report on the 2008 Annual Conference of the Achievement Gap Initiative at Harvard University. Available for download at <http://www.agi.harvard.edu>.

### School Support Teams

Each Priority School will receive a School Support Team (SST) as defined in Title I, Part A, Section 1117(a)(5). In addition to the statutory membership requirements, the SST will include an individual from a school with similar demographics that the SEA has recognized as “Beating the Odds.”

The SST will provide technical assistance to the Priority School to select the appropriate intervention model. The support team will:

- Attend a data workshop with Priority School staff and conduct a needs assessment using MDE’s Comprehensive Needs Assessment (CNA). The CNA will identify the root causes of low student performance.
- Use the results of the needs assessment to help the Priority School choose a Reform and Redesign Plan /intervention model that best meets the school’s needs and choose the components of the Statewide System of Support that aligns with the chosen plan
- Incorporate the elements of the Reform and Redesign Plan into the revision of the School Improvement Plan

The SST will monitor the school’s implementation of the School Improvement Plan through a minimum of four quarterly meetings with the building School Improvement Team.

An MDE-trained and appointed Intervention Specialist will make sure that the components of the Reform and Redesign Plan/selected intervention model are being implemented as written and that benchmarks are being met.

MDE will approve or disapprove all Reform and Redesign Plans and perform a desk audit on a sample of District and School Improvement Plans to determine the revisions include the components of the Reform and Redesign Plans.

### **Accountability**

#### LEA Accountability

LEA central office staff will meet regularly with the Reform/Redesign school liaison from the Priority school. Regular updates will be presented to the LEA school board. As noted previously, the Reform/Redesign liaison will be responsible for monitoring and evaluating the Reform and Redesign Plans/intervention model. The LEA will also be responsible for submitting biannual monitoring reports to the SEA.

#### State Accountability

MDE will ensure that biannual monitoring and evaluation reports are submitted as required. MDE will also randomly sample school improvement plans for alignment with the needs assessment, the approved reform and redesign plan, and implementation of career- and college-ready standards.

As noted previously, Michigan statute requires a State School Reform Office to oversee the submission and approval of Reform and Redesign Plans, under the auspices of the State Reform Officer. In addition, MDE will randomly sample Priority Schools' improvement plans for alignment with their needs assessments and the implementation of career- and college-ready standards.

If LEAs are unable to provide sufficient technical assistance and support to its Priority Schools so that they are no longer identified as Priority Schools after three years of Reform and Redesign Plan implementation, these schools may be placed in the Education Achievement System under the supervision of the Reform and Redesign Officer who administers the state's Reform and Redesign School District as described in [Section 1280c of Michigan's Revised School Code](#).

### **Priority School Funding**

Priority schools have flexibility in leveraging Title I set-aside funds through the following mechanisms:

#### *Intervention Team Funding*

Michigan currently utilizes a portion of its 1003(a) funds to support an initiative that focuses on instructional leaders with emphasis on a coaching model. Michigan grants these funds to a third party (Michigan State University) that administers the programming through a fellowship program supporting administrators and their building leadership teams (The Michigan Fellowship of Instructional Leaders).

Michigan intends to shift some of the leadership focus toward the district level, rather than concentrating solely on the building. This will necessitate a paradigm shift from a strict professional learning model and to a more directive approach in the form of the Intervention Team. The Fellowship of Instructional Leaders will cease to exist in its current form and Michigan State University (MSU), under direction from the state, will be responsible for developing and implementing a new program for training the Intervention Team.

MDE does not have the capacity to hire/employ the Intervention Team members. Consequently, MSU will hire and employ the Intervention Teams. Intervention Teams will be deployed by MSU under the direction of MDE.

Michigan intends to keep some elements of instructional leadership coaching, but the extent to which it will be cannot be determined until more work is done on developing the Intervention Team training and deployment process.

#### *School Support Team Funding*

School Support Teams are funded through grants to Regional Educational Service Agencies via MDE's Section 1003(a) 4% reservation for schools in improvement (as waived to be used for Priority and Focus Schools).

### Funding for Priority Schools

Title I set-asides will be required to support Priority school interventions, as described in [Section 2A](#).

### Funding to Priority Schools: 1003(a) Funds

Regional educational service agencies will use 1003(a) funds to support needs-based supports for Priority Schools. As noted previously, the Intervention Team (LEA level) and School Support Team will assist the Priority School in selecting the supports as detailed in the plans for the Reform and Redesign plans/selected intervention model. These supports may include:

- School Support Teams (REQUIRED)
- Instructional Content Coaches
- Supports to address cultural and climate issues
- Restructuring/Turnaround services through third party vendors (screened/hired by the RESA)
- Professional development (supplements the professional development funds granted directly to LEAs as outlined below)

MDE will also grant 1003(a) dollars directly to the LEA to fund targeted professional development that supports implementation of the [Reform and Redesign Plan/intervention model](#).

### Focus Schools

For districts with single Focus Schools, MDE will provide a toolkit, based on Michigan's improvement process and tools as well as the resources provided by the Academy of Pacesetting Districts so that the district may assess its capacity to support its Focus School. These districts will be required to report to their school boards quarterly on the results of its self-assessment and its ensuing support of its Focus School. This toolkit will be developed in the summer of 2012 by MDE School Improvement staff who have been trained by Center of Innovation and Improvement in Center for Innovation and Improvement's Academy of Pacesetting Districts.

### Supports and School Accountability

For districts with two or more Focus Schools identified for two years, MDE will assign a trained District Improvement Facilitator (DIF) with central office or related experience to provide technical assistance to central office and the school board in order to assist them in providing more effective support to their Focus Schools through:

- Guiding them in how to conduct a needs assessment using MDE's Comprehensive Needs Assessment which includes MDE's District Process Profile/Analysis and the District Process Profile/Analysis to identify the root causes of low student performance that could be improved by district support
- Revising the District Improvement Plan to incorporate supports to the Focus School(s.)
- Setting benchmarks for the support of Focus schools
- Monitoring and Evaluating the Focus Schools' Improvement Plans using MDE's evaluation tool

- Providing a structure of differentiated supports to all students, focusing on the lowest performing student subgroups.

#### LEA Accountability

The LEA will monitor and evaluate the School Improvement Plans of their Focus Schools and provide quarterly progress reports to their school board. The LEA will also implement the recommendations of the District Improvement Facilitator. Biannual reports of progress will be submitted to the SEA.

#### MDE Accountability

MDE will ensure that biannual monitoring reports are submitted as required. MDE will randomly sample District Improvement Plans for alignment with the needs assessment and support of Focus Schools. In addition, MDE will meet bimonthly with the District Improvement Facilitators to check on LEA progress.

#### **Focus School Funding**

Focus Schools have flexibility in leveraging Title I set-aside funds as described in [Section 2A](#).

#### Funding for the Focus School: Section 1003(g) School Improvement Funds (SIG)

If funding allows, Michigan intends to use Section 1003(g) dollars for Focus Schools after 2014 when the last round of SIG grantees have completed their three-year grant cycle. MDE plans to expand the Regional Assistance Grant to regional educational service agencies to support the Focus schools. The service agencies will offer the same types of supports and services as planned for Priority schools. This will include the use of School Support Teams. Following the same process used for Priority schools, the School Support Teams will assist the Focus school in determining where their needs lie, as based on achievement data and the results of the Comprehensive Needs Assessment (CNA). These supports may include:

- School Support Teams (REQUIRED)
- Instructional Content Coaches
- Supports to address cultural and climate issues
- Restructuring/Turnaround services through third party vendors (screened/hired by the regional educational service agency)
- Professional development

#### **Improving MDE and School Capacity**

MDE will build its capacity because it will have a better sense of the performance of all schools due to the dual identification of the Top to Bottom list and the identification of the largest gaps. This will allow MDE to better provide services, tools and products to meet the needs of schools.

The LEAs with Priority schools will build their capacity to understand how to use MDE's School Data Profile/Analysis, School Process Profile/ Analysis and Goals Management to identify root causes of why schools are not achieving. In collaborating with the regional educational service agency consultants on



School Support Teams, LEAs will build their collaboration skills, planning skills, monitoring skills and evaluation skills. Identifying which components of the Statewide System of Support best meets the needs of its Priority schools has the potential of building the LEA's capacity to form partnerships with the providers of the components.

The LEAs with Focus schools will build their capacity to understand how to use MDE's District Data Profile/Analysis, District Process Profile/ Analysis and Goals Management to identify the root causes of where their district falls short in being able to support a school with large achievement gaps. The District Improvement Facilitator will spend a minimum number of days with central office staff to build their capacity related to many core leadership functions, including how to:

- Identify priorities;
- Remove barriers to effective teaching and learning;
- Meet the professional development needs of teachers;
- Use the evaluation system to focus on instructional improvement; and
- Monitor and evaluate school improvement plans.

Schools will build their capacity to make the connection among student achievement data (summative and formative,) school demographic data, school process data, school perceptual data and what they do with students in the classroom. Schools will increase their capacity to monitor the implementation of school improvement plans and the impact of this implementation on student achievement.

## PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

### 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<b>Option A</b>	<b>Option B</b>
<input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</li> </ol>	<input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ol>

#### **Local Teacher and Principal Evaluation Guidelines**

Michigan believes in improving the quality of teaching, of leadership at the building and district levels, and also believes in rewarding excellence in our educators and enhancing the professionalism of teachers in our state.

#### Our Theory of Action → Principle Three

If a school’s challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- \* **Consistent implementation of career- and college-ready standards**

- \* Rapid turnaround for schools not meeting annual measurable objectives (AMOs)
- \* Reduction in the achievement gap
- \* Reduction in systemic issues at the district level
- \* **Improvements to the instructional core**
- \* Better understanding/utilization of data
- \* **Improved graduation and attendance rates**
- \* **Building of/support for effective teaching**
- \* **Building of/support for school leadership capacity**
- \* Effective accomplishment of responsibilities by district leadership

As outlined in our theory of action, educators working in tandem with students, bolstered by a system of accountability and supports, are key elements in allowing Michigan to reach our goals of career- and college-readiness for all students and a reduction in the achievement gap around the state. To support this work, Michigan has been engaged in systematically implementing educator evaluations statewide, in efforts that include legislation, locally-driven initiatives, and initiatives supported by MDE. These efforts will eventually result in Michigan having a statewide evaluation model not only for teachers, but also for administrators. It is important to note that Michigan specifically extends responsibility and evaluations beyond the principal and into central office leadership, believing that quality education practices must be evident at all levels of the organization.

As Michigan works to develop a statewide evaluation model, we are simultaneously implementing locally-developed evaluation systems, which provide for a laboratory of ideas and opportunities for piloting local initiatives, and also ensure that we begin changing the quality of instruction and educational leadership in Michigan *immediately*.

#### **Michigan’s Initiatives to Improve Educator Quality: From Training to Professional Development**

We believe that educator evaluations are only a piece of the overall picture of ensuring quality educators in Michigan. This strategy also includes rethinking and revising teacher preparation, enhancing teacher licensure opportunities, supporting teacher instructional practices, and providing targeted professional learning for educators. Although we will focus intensively on our evaluation initiatives in this section, below are a few highlights of each element relating to Michigan’s overall educator quality strategy:

##### *Teacher Preparation Institutions: Enhancing the Preparation of Teachers through Teacher Preparation Institution Reform*

MDE understands that the work of educator evaluation is actually far larger than the evaluation system itself. Now that we have adopted the Common Core State Standards, teachers need to be adequately prepared to teach those standards. They also need to be familiar with the ways in which they will be evaluated when they are employed in a district and school. This requires that we rethink, as a state, how teachers are prepared in Michigan.

Michigan is currently involved in utilizing the linked data between the teachers and their teacher preparation institutions to understand how many graduates from each institution are employed, if they are employed in high-need schools, and more importantly, if they are effective in their roles. We are also planning to redesign our teacher preparation institution rubric in order to hold the institutions more accountable for the outcomes of their students. Finally, we will be changing our certification tests, both to increase the rigor of their cut scores to be reflective of the increased rigor required of students with new student cut scores, and to assess potential teachers more directly on their ability to understand and teach content. We are identifying ways for student teachers to be evaluated by the evaluation system of the district in which they are working, to provide an assessment of pedagogy as an exit criterion for the student teacher and also to familiarize them with the process of being evaluated using student growth.

#### *Changes to Teacher and Administrator Certification and Licensure*

Michigan has undertaken two initiatives related to teacher and administrator certification. The first is that Michigan has begun to require certification of all administrators, to ensure all administrators have appropriate preparation and training. Michigan has also established alternate routes to administrator certification.

Second, Michigan has revised its teacher licensure rules, in order to create a three-tiered licensure system. This system is in the final stages of rule-making and will go into effect when this process is completed. The three-tiered licensure system allows teachers to advance from the provisional to the professional license, and then have the option to continue on to an advanced professional license based on the demonstrated effectiveness. Michigan did this in order to help incentivize high-quality teachers to stay in the classroom while at the same time creating professional pathways for advancement.

#### *Supporting Instruction*

Michigan's efforts to support effective instruction have been described at length in Principle 1 and 2; here we briefly highlight a few key initiatives. The first is the **Teaching for Learning Framework**, which was created to support effective instruction in challenging content across all grade levels and content areas. The Framework outlines 77 research-based Essential Skills (organized into Fundamental Processes and Core Elements) that can be learned, practiced, and utilized by classroom teachers to efficiently and effectively deliver instruction. Certainly it is not the expectation that a teacher use all 77 Essential Skills in every lesson or every day – or even every week. Rather, the resources and guidance contained in this website are meant to support teachers in determining how to effectively match the Essential Skills to the content and learning objectives to which they are teaching in order to maximize student learning.

We also note the resources available through the **Michigan Online Professional Learning System (MOPLS)**. MOPLS is a series of interactive learning programs designed to guide educators in recommending assessments for students and using assessment results to assist students who are

struggling with concepts in mathematics and English language arts. MOPLS learning modules are funded under a federal grant for the development of Michigan’s MEAP-Access assessment.

Michigan also maintains standards for principals and administrators. These school employees also are subject to educator evaluation requirements and will be included in the framework designed by the Governor’s Council on Educator Effectiveness.

For more information about resources available to support teachers and instructional leaders, please refer to [Section 1B](#).

#### *Professional Learning Opportunities and Ongoing Education*

In the last two years, MDE convened a stakeholder group to develop new recommendations regarding professional learning. This group produced a new policy on professional learning, which the Michigan State Board of Education adopted in January 2012. This policy is based on the Learning Forward Standards for Professional Learning, and the intent is to help districts, schools, and educators appropriately identify professional learning opportunities to support their work. We anticipate the field can leverage these standards when integrating professional learning into their evaluation systems, and we intend to produce interim guidelines to assist them with these efforts.

#### *Educator Evaluations: Legislative and Policy Background*

In 2009, Michigan passed legislation requiring annual educator evaluations that included student growth as a “significant part,” the results of which are used to inform decisions about promotion, retention, placement and compensation. These evaluations were specified to begin during the 2011-2012 school year. Michigan’s LEAs immediately began preparing to implement this legislation, and are now in the midst of the first year of implementing these locally-developed annual educator evaluations for all teachers and administrators. For the first time, every single one of Michigan’s educators will be evaluated using measures of student growth, and the results of these evaluations will be reported into MDE’s data systems.

One issue with the original legislation was that it did not provide much in the way of standardization across districts, in order to ensure both a standard of quality and continuity in ratings. To address this shortcoming, the Michigan legislature revisited the original statute in the summer of 2011 and revised it in order to introduce more standardization and comparability into both the educator evaluation system and the ratings produced by this system.

This legislation now provides Michigan with a statutory template for implementing a statewide system of teacher and administrator evaluation and support systems.

At the same time, the Michigan legislature substantially revised the laws regarding tenure and the promotion and retention of teachers. Among other things, Michigan educators now earn tenure based solely on effectiveness, and all promotion and retention decisions must be based on effectiveness as well, with the time in the profession or the school no longer taken into consideration.

Michigan is one of few states implementing annual educator evaluations that include student growth as a significant portion in the 2011-2012 school year, due to our proactive and aggressive legislation. We believe this is a strength for us, even though the evaluations systems differ across districts. We do know, however, that districts have been having critical conversations with stakeholders, designing observation rubrics, looking for solutions to integrate growth, developing local assessments, partnering with foundations or other nonprofit enterprises in their area, and collaborating with each other as they work to develop a system that is fair and that meets the criteria of the original law. To support this, MDE hosted a statewide Educator Evaluation Best Practices conference in the winter of 2011, and will host a second in February 2012 focused on student growth, in order to help the field come together and share their best practices with each other.

*Adopting Guidelines: Interim and Final*

One of the key elements of the second round of educator evaluation legislation was the creation of the Governor’s Council on Educator Effectiveness, a two-year appointed body tasked with the creation of a statewide evaluation model for both teachers and administrators. MDE is excited about the opportunity afforded by this Council.

The council consists of three members appointed by the Governor, including Deborah Loewenberg Ball (dean of the University of Michigan School of Education), Mark Reckase (professor of Measurement and Quantitative Methods at Michigan State University) and Nicholas Sheltrown (director of measurement, research and accountability at National Heritage Academies in Grand Rapids). The council has two additional members appointed by the Senate Majority Leader and Speaker of the House, respectively; David Vensel, the principal of Jefferson High School in Monroe, MI, and Jennifer Hammond, principal of Grand Blanc High School. Finally, the council includes a designee of the Superintendent of Public Instruction as a non-voting member; this individual is Joseph Martineau, Executive Director of the Bureau of Assessment and Accountability for the Michigan Department of Education. The statute required that the members of the Council have expertise in psychometrics, measurement, performance-based educator evaluation models, educator effectiveness, or development of educator evaluation frameworks in other states, and the selected Council is well-qualified and highly respected in these fields.

This Council has begun meeting regularly, and has begun the daunting but critical task of figuring out the key elements of a statewide evaluation system. When completed, the Council will report these recommendations to the Legislature, the State Board of Education, and the Governor.

It is the intent of MDE to adopt these guidelines at the time that they are completed by the Council. We respect the Council’s important role in this process, and believe their thoughtful, informed, and careful enterprise has been completed is critical to ensuring that Michigan has a high-quality system of educator evaluations that has similar rigor statewide.

However, MDE also knows that this work may take time, and that in the interim, districts are still

required to implement locally-developed evaluation systems. Therefore, based on the best practices and research we have seen both within the state and nationwide, and looking at the eventual elements of the system the Council will recommend, MDE is planning to develop interim guidelines by June 2012. We will then engage in a series of meetings with stakeholders to refine the guidelines, and make them available to districts to support their work by the start of the 2012-2013 school year. MDE acknowledges that these guidelines are *non-binding* and are meant to be used by districts to support their work and provide a resource as they refine their local systems. They would be replaced by the formal guidelines of the Governor's Council when that work is completed.

*What will be included in the final guidelines?*

The Governor's Council will develop a series of recommendations for a statewide evaluation system. Given that the Council is still engaged in their work, we do not know the exact recommendations at this point. However, we do know that the recommended statewide system of evaluations will include several statutorily-required elements:

- A student growth and assessment tool that includes a pre- and post-test, and that will be able to be used for all content areas, apply to student with disabilities, and measure growth for students at all achievement levels;
- A state evaluation tool for teachers;
- A state evaluation tool for administrators;
- Recommendations for what constitutes each effectiveness rating, and
- A system by which local evaluation systems can be approved as equivalent to the statewide system.

*Teachers of students with disabilities*

Michigan's legislation on educator evaluation makes clear two main principles: 1) that the student growth and assessment tool that will be recommended by the Council must include assessments that can be used with students with disabilities and 2) that the statewide evaluation system must be able to be used to evaluate teachers of students with disabilities. We acknowledge the need for high standards for student growth for students with disabilities, and also acknowledge the need for some flexibility in how that growth is defined and measured.

*What will the interim guidelines include?*

MDE will develop interim guidelines to support what is specifically required in the legislation, and will also base them on best practices from the field and from nationwide research.

Our guidelines will support:

- Integration of student growth from state assessments into evaluations (offering ways to evaluate local and national assessment tools for their ability to measure growth);
- Development of an observation protocol (steps involved, quality checks necessary, how to evaluate the tool for appropriateness);
- Important elements of training for evaluators. For this, we will use the Measures of Effective

Teaching findings as well as partner with organizations like the Michigan Education Association to help districts identify the key elements of a high-quality training program for their evaluators;

- Inclusion of suggestions, ideas, and cautions for developing final metrics that combine multiple measures.

MDE reiterates that these interim guidelines are non-binding, and are also meant to support our districts while the Council continues its work. They will not be as specific as the eventual system developed based on the Council’s recommendations, but they will provide an intermediary step in helping to introduce some quality and consistency across district systems.

MDE plans to leverage two sources when developing interim guidelines:

- State legislation regarding the requirements of the statewide evaluation system in order to align the interim guidelines with the final requirements; and
- Michigan’s Framework for Educator Effectiveness. The Framework is a model for educator evaluations that was collaboratively developed in support of Michigan’s Race to the Top Round Two application by the Michigan Education Association, the American Federation of Teachers-Michigan, the Michigan Association of Secondary School Principals, and the Michigan Elementary and Middle School Principals Association. This Framework focuses individual evaluations on both the extent to which the individual achieves personal goals as well as group goals, and encourages the use of multiple measures of student growth and achievement. While the Council produces final recommendations for the statewide evaluation system, the Framework represents a currently available, collaboratively developed conceptual model for conducting evaluations, and can be used to support districts in the interim until the statewide evaluation system becomes available.

Below is a graphic that helps illustrate the interplay between MDE’s interim guidelines and the final guidelines and statewide system developed via the legislatively-outlined process:



**Table 8: Educator Evaluation Tools and Timing.**

School Year	Evaluation System/Guidelines	% of Evaluation Based on Student Growth and Achievement Data
2011-2012	Locally determined Educator Evaluation Systems	“significant part”
2012-2013	Locally determined Educator Evaluation Systems *Supported by MDE Interim Guidelines	“significant part”
2013-2014	Governor’s Council Evaluation Tool (if completed); local systems if not (supported by MDE Interim Guidelines)	25%
2014-2015	Governor’s Council Evaluation Tool	40%
2015-2016	Governor’s Council Evaluation Tool	50%

*What will be in the statewide evaluation system when developed?*

Michigan’s educator evaluation legislation is some of the most aggressive and significant in the nation, especially with the 2011 revisions to the original 2009 law. This law provides us with information about what the statewide evaluation system will include, even though specifics are still under development by the Council and via the legislatively described process. Therefore, we know that the system will:

- Be used for continual improvement of instruction. The statute specifies that “the annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator... in consultation with the teacher, that would assist the teacher in meeting those goals” (PA 102, (2)(a)(iii). Additionally, Michigan’s new tenure laws (passed in conjunction with this evaluation legislation) require that decisions related to promotion, retention, placement, and tenure be based solely on effectiveness, not length of service. This provides a high-stakes reason for educators to use the results of their annual evaluations to improve instruction, as there is now an incentive/consequence structure attached to these efforts.
- Differentiate performance using four performance levels. The statute requires that educators receive one of four ratings: ineffective, minimally effective, effective and highly effective (PA 102, (2)(e) for teachers and (3)(e) for principals and other school administrators.
- Use multiple valid measures, including a significant factor on student growth.
  - The legislation requires that evaluation systems will include student growth assessment data as a significant factor. The legislation requires the following:
    - 2013-2014: 25% of the annual year-end evaluation based on student growth

- and assessment data.
  - 2014-2015: 40% of annual year-end evaluation based on student growth and assessment data.
  - 2015-2016: 50% of annual year-end evaluation based on student growth and assessment data.
- For teachers, the legislation requires that evaluation systems include, at a minimum: student growth and assessment data and multiple classroom observations.
- For administrators, the legislation requires that the evaluation systems include, at a minimum: student growth data (aggregate student growth data used in teacher evaluations), a principal or administrator’s proficiency in evaluating teachers, progress made by the school or district in meeting the goals set forth in the school’s school improvement plan, pupil attendance, student, parent and teacher feedback, and other information considered relevant [PA 102, s(3)(c)(i-iv)].
- Requires that all student growth and assessment data shall be measured using the “student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the Governor’s Council” [PA 102, (2)(a)(i)]. Since the “student growth assessment tool” is required to provide a way to assess all students in all grades, including students with disabilities and English language learners, student growth data for all students will be included in the evaluation system.
- Include a process for ensuring that all measures that are included are valid measures.
  - The Governor’s Council must recommend a “student growth and assessment” tool that can produce valid/reliable measures of student growth for use in evaluations.
  - The Council must also recommend a process for approving local evaluation tools for teachers and principals.
  - MDE will strongly urge the Governor’s Council to recommend that MDE be given a legislative mandate to monitor evaluation systems to ensure compliance.
- Define a statewide approach for measuring student growth in grades and subjects that are not currently tested.
  - The clear intention of the legislation is that Michigan will expand its portfolio of state assessments to provide growth data in all grades and subjects; or will expand its portfolio of approved national or local assessment tools that can be validly used to determine growth in all grades and subjects.
  - Michigan is currently a governing state in the Smarter Balanced Assessment Consortium, and will adopt all assessments developed via that collaboration.
  - Michigan is implementing Explore and PLAN on a pilot basis to participating districts to provide growth data in high school that are aligned with the ACT (which is part of Michigan’s high school assessment).
- Require that teachers and principals be evaluated on a regular basis:
  - The statute requires annual evaluations for all educators.
  - The statute also requires multiple classroom observations, which means the

evaluation system will, at a minimum, have to give teachers feedback at two or more time points throughout the year.

- For provisional teachers, as well as teachers who have been rated as ineffective, a midyear progress report is required.
- The legislation that is already in place and that governs the evaluation work in 2011-2012 and 2012-2013 requires that all educators be evaluated annually.
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

As stated previously, the statute requires that “the annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator... in consultation with the teacher, that would assist the teacher in meeting those goals” [PA 102, (2)(a)(iii)].

### **Teacher and Principal Inclusion in the Process**

The Michigan Department of Education will follow a two-pronged approach to involve principals and teachers in the process of developing guidelines for a state system: 1) through the legislatively-mandated process and 2) through more iterative and hands-on interactions with stakeholders through MDE’s technical assistance and support to the field. We believe that the combination of these two processes will engage principals and teachers in multiple ways.

The state legislation specifies involvement of principals and teachers in the process. This includes:

- Two principals serve on the five-member Governor’s Council on Educator Effectiveness.
- The 14-person advisory committee to the Governor’s Council has to include teachers, administrators and parents.
- As noted above (recommendation (b)(ii) of the Governor’s Council), the Council must seek input from school districts, Regional Educational Service Agencies, and charter schools that have already developed and implemented successful, effective performance evaluation systems.
- The final report of the Governor’s Council will be submitted to the legislature and the State Board of Education, both of which solicit feedback from various stakeholders.

Additionally, MDE is supporting the work of the Council and acting as a conduit for best practices, examples from the field, and stakeholder feedback. MDE has conducted the following activities with teachers and principals as of the time of this waiver application:

- Hosted a “best practices” conference in April 2011 for districts, schools and professional organizations in Michigan to demonstrate to other districts and schools, as well as to MDE, educator evaluation systems or components of these systems. This was an opportunity for MDE, as well as the education community, to hear feedback from those engaged in this work. The conference was attended by over 600 individuals from around the state.

- MDE plans to host a second conference in February 2012 focusing specifically on three topics related to student growth:
  - How to use the growth data from state assessments in evaluation systems;
  - How to measure student growth in currently non-tested subjects and grades; and
  - How to combine multiple measures when determining a final effectiveness level.
 This conference is in specific response to feedback we have received from districts and schools regarding their questions, concerns and needs, and will again feature “best practices” from districts that have identified ways to integrate student growth for all educators.
- Offered continual and ongoing technical assistance to districts upon request, reviewing their proposed systems, offering suggestions or providing resources, and collecting information on the needs of the field in terms of developing rigorous systems.
- Presented in multiple venues statewide to groups of stakeholders to share information on the legislative timelines, as well as to gather information and feedback from attendees regarding their concerns, suggestions and activities to develop these systems in their local context.

This work by MDE, in addition to providing support to LEAs and schools as they navigate this process, allows us to gather feedback on a micro-level from stakeholders, both regarding challenges and concerns but also regarding best practices and successful strategies. MDE plans to continually share this feedback with the Governor’s Council, to supplement the formal methods outlined in statute for principals and teachers.

### 3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Michigan’s strong educator evaluation legislation provides a legislative mandate by which the majority of this work will be accomplished. At the present time, each LEA is required to adopt the state evaluation system, or to have a high-quality system in place that meets all requirements by the 2013-2014. This provides the legislative “muscle” necessary to begin the process of ensuring that these systems are implemented.

However, MDE recognizes that legislation is only the beginning step in ensuring successful implementation of these evaluations, and that additional efforts are need both to provide *supports* for implementation and to ensure *compliance* from our districts.

*Providing Supports for Implementing Educator Evaluations*

MDE is currently engaged in a number of efforts to support districts as they implement their local evaluation systems. These include:

- Educating the field on the requirements of the legislation currently (2011-2012 and 2012-2013) and in the future with the statewide system. MDE has conducted nearly 30 presentations statewide, including webinars and other virtual resources, aimed at educating the field in the requirements of the law, and providing them with access to best practice. We developed [a web resource](#) to support districts.
- Educating the field on the elements that will be required in the final system so that they can align their local systems with the upcoming statewide requirements whenever possible.
- In conjunction with the Center for Educational Performance and Information (CEPI), Michigan now has information on teachers linked to the students they taught in the 2010-2011 school year. This enables us to provide this linked teacher/student data and all available student assessment data back to districts for potential inclusion in their local systems. MDE will release both the high school assessment results (the Michigan Merit Examination, and the MI-Access assessment) as well as the elementary/middle school assessment (MEAP, MEAP-Access, and MI-Access) to districts by early March 2012.

The only assessments that provide actual student *growth* are the elementary/middle school MEAP and MI-Access, in grades 3-7, reading and mathematics, as this is where adjacent grade testing is currently available (see Principle 1 for a further discussion of Michigan's plans to adopt additional measures of student growth in the next several years). To support the use of this growth data, MDE developed an easy-to-use tool that allows district to summarize the number of students who are demonstrating growth .

- In February 2012, MDE will host our second annual statewide Educator Evaluation Best Practices conference, with a specific focus on integrating student growth into educator evaluations. Educators from around the state who have more mature systems in place for educator evaluations will share topics regarding how they are using student growth measures, how they are using local assessments for student growth, ways to automate the data collection necessary for a good system, and how they've developed, piloted and refined observation rubrics. MDE experts in research, evaluation, and measurement will also offer findings and recommendations regarding the use of state assessment data in educator evaluations, and what to keep in mind in terms of establishing the validity and reliability of tools and measures.
- MDE has begun a partnership with one of our larger regional education agencies to assist them in conducting standard setting on their common assessments, in order to utilize those assessments for determining growth at the local level. We plan to publish both the

procedure and the findings from this exercise, so that other districts can engage in similar efforts to set standards on their own common assessments. This helps increase the rigor of the local assessments being used to measure growth, and allows MDE to provide some of the measurement expertise that we have at the department to the field, via a pilot example.

- MDE is engaged in a pilot study with another large urban district to use their historical teacher/student data link (as the statewide link contains only one year of data, and at least three are required for value-added modeling) to estimate a variety of value-added models using the state assessment data (the MEAP), and to provide some guidelines to the field about specifying and using these value-added models. Very little is known at this time about the accuracy of these models to classify teachers into the appropriate effectiveness categories, particularly when using the state assessment data. We plan to make this information available to the field, but also to the Governor’s Council to help inform their decisions regarding a new student growth and assessment tool to be used in the statewide evaluation system. Having good information and evidence will greatly enhance our ability as a state to develop a high-quality statewide system. MDE believes that leveraging these smaller pilots is an efficient way to help generate some of that information.
- MDE will produce interim guidelines for selecting “off-the-shelf” assessments, including elements of a high-quality assessment and how a district or regional service agency can evaluate the assessment’s ability to measure student growth to assist districts during the locally-developed educator evaluation years.
- MDE will produce interim guidelines for the use of locally-developed interim benchmark and formative assessments, again to assist districts until the statewide evaluation tool is developed and implemented.
- In conjunction with producing the interim guidelines, MDE plans to develop a model observation protocol and guidelines for districts in how to use that protocol that keys to Michigan’s Professional Standards for Michigan Teachers and the Common Core State Standards. This will be a “best practices” tool that districts can utilize or can reference in their own work in the interim years until the Council recommendations can be implemented.
- One of our larger districts is planning to make use of student, parent and teacher surveys, as done in the Measures of Effective Teaching (MET) project. We plan to partner with them to evaluate the consistency of ratings generated from value-added measurements, observations, and the survey data, and make that information available to districts, as well as to the Council to inform their decision-making process.
- A key concern of many districts is how to document and defend their system, once they have developed it. MDE has a great deal of experience in establishing business rules and building comprehensive accountability systems in which all decisions are documented and

applied, and we plan to produce a “best practices” toolkit regarding the steps necessary to document and defend each decision in the evaluation system, as well as suggestions for how to collect, store, and utilize the data collected. MDE has begun conversations with the Michigan Education Association (MEA) to provide districts with a framework for providing training for evaluators. Evaluators (principals and others) need to be trained in *how* to do an evaluation, regardless of which evaluation system they are using. We will also produce guidelines for districts to utilize as they develop their local training programs for their local evaluation systems. Again, this information will be made available to the Governor’s Council to assist them with their development and recommendation efforts. MDE has identified a large intermediate school district that is currently engaged in developing extensive training for principals and other evaluators, and plans to partner with this ISD in order to leverage their thinking and expand our supports based on this initial work.

- We are also assisting the Persistently Lowest Achieving (which will now be priority schools as well) with the implementation of their educator evaluation systems through the intervention of the State School Reform Office (SSRO), and the hands-on assistance provided to those schools who fall under the purview of the Statewide System of Support. The Intervention Teams, district-level facilitators, and other leaders engaged in the process of turning around low-performing schools will ensure that teacher evaluation and support is carefully woven into their diagnostic treatment of performance issues.

#### *Establishing an official pilot year*

Although MDE is engaged in a number of local pilot partnerships with districts, and although districts are engaged in piloting their own measures as well, there is not currently a provision in the legislation for an official pilot year on the statewide evaluation system. MDE, via our non-voting member on the Governor’s Council, has encouraged the Council to recommend that an official pilot year be added to the legislation.

#### *Ensuring Compliance*

In the current legislation, MDE is not given any specific authority with regard to compliance with educator evaluations. However, we plan to suggest to the Council, as well as to the legislators, that the legislation for the final statewide evaluation system include a provision for MDE compliance monitoring for schools and districts, to ensure that districts have systems that meet the requirements, as well as that they are implementing them with fidelity.

MDE also has tools available to encourage compliance. Foremost among them is the power of “light of day” reporting. In our theory of action, we make the role of data and information a central piece of the conversations that the education community will have in order to drive their work. MDE has substantially increased our reporting efforts in the past several years, providing more information regarding how districts and schools are doing, even if it is not for a formal accountability system or required report. We plan to leverage this focus on dashboards, public transparency, and reporting to help ensure compliance. Key activities will include:

1. Publishing the educator effectiveness labels in the aggregate by school and district, using the MiSchoolData portal.
2. Hold schools accountable for submitting 100% of their required effectiveness labels in the new Accountability Scorecard. This gives schools credit for submitting their labels (after conducting evaluations).
3. Use available state assessment data and the teacher-student data link to cross-reference reported educator effectiveness labels with available data. If a district is reporting all highly effective teachers, but the district, school, grade and/or individual level data suggest otherwise, this suggests the district may need to better align its system with rigorous evaluation principles.

#### *Resources available to support this work*

Districts and schools have access to several resources, including the ones named above. In addition, the systems of supports outlined throughout this application will foster diagnostic leadership on the part of school leaders and improvement specialists alike. This is an important feature of Michigan’s program design, in that it weaves our state’s system of support back through the delivery of daily classroom instruction, and ensures the content we intend to deliver (career- and college-ready standards, as established through the Common Core) —and, indeed, are intervening to deliver in diagnostic, personalized ways, as described in Principle Two —is being achieved at the classroom level. We consider teacher evaluation to be a school improvement tool as much as any other intervention described in our waiver request.

Our Statewide System of Support will work with building- and district- level leaders to provide hands-on, specific assistance with teacher evaluation processes. As diagnostic improvement decisions are made, local leaders can use the teacher evaluation process to support staff in achieving critical results. MDE and other intervention specialists will be actively engaged in supporting local schools as they accomplish this work.

Michigan’s strong educator evaluation legislation provides a legislative mandate by which the majority of this work will be accomplished. At the present time, each LEA is required to adopt the state evaluation system, or to have a high-quality system in place that meets all requirements by the 2013-2014. This provides the legislative “muscle” necessary to begin the process of ensuring that these systems are implemented.

However, MDE recognizes that legislation is only the beginning step in ensuring successful implementation of these evaluations, and that additional efforts are need both to provide *supports* for implementation and to ensure *compliance* from our districts.

#### *Providing Supports for Implementing Educator Evaluations*

MDE is currently engaged in a number of efforts to support districts as they implement their local evaluation systems. These include:



- Educating the field on the requirements of the legislation currently (2011-2012 and 2012-2013) and in the future with the statewide system. MDE has conducted nearly 30 presentations statewide, including webinars and other virtual resources, aimed at educating the field in the requirements of the law, and providing them with access to best practice. We developed [a web resource](#) to support districts.
- Educating the field on the elements that will be required in the final system so that they can align their local systems with the upcoming statewide requirements whenever possible.
- In conjunction with the Center for Educational Performance and Information (CEPI), Michigan now has information on teachers linked to the students they taught in the 2010-2011 school year. This enables us to provide this linked teacher/student data and all available student assessment data back to districts for potential inclusion in their local systems. MDE will release both the high school assessment results (the Michigan Merit Examination, and the MI-Access assessment) as well as the elementary/middle school assessment (MEAP, MEAP-Access, and MI-Access) to districts by early March 2012.

The only assessments that provide actual student *growth* are the elementary/middle school MEAP and MI-Access, in grades 3-7, reading and mathematics, as this is where adjacent grade testing is currently available (see Principle 1 for a further discussion of Michigan’s plans to adopt additional measures of student growth in the next several years). To support the use of this growth data, MDE developed an easy-to-use tool that allows district to summarize the number of students who are demonstrating growth .

- In February 2012, MDE will host our second annual statewide Educator Evaluation Best Practices conference, with a specific focus on integrating student growth into educator evaluations. Educators from around the state who have more mature systems in place for educator evaluations will share topics regarding how they are using student growth measures, how they are using local assessments for student growth, ways to automate the data collection necessary for a good system, and how they’ve developed, piloted and refined observation rubrics. MDE experts in research, evaluation, and measurement will also offer findings and recommendations regarding the use of state assessment data in educator evaluations, and what to keep in mind in terms of establishing the validity and reliability of tools and measures.
- MDE has begun a partnership with one of our larger regional education agencies to assist them in conducting standard setting on their common assessments, in order to utilize those assessments for determining growth at the local level. We plan to publish both the procedure and the findings from this exercise, so that other districts can engage in similar efforts to set standards on their own common assessments. This helps increase the rigor of the local assessments being used to measure growth, and allows MDE to provide some of the measurement expertise that we have at the department to the field, via a pilot example.

- MDE is engaged in a pilot study with another large urban district to use their historical teacher/student data link (as the statewide link contains only one year of data, and at least three are required for value-added modeling) to estimate a variety of value-added models using the state assessment data (the MEAP), and to provide some guidelines to the field about specifying and using these value-added models. Very little is known at this time about the accuracy of these models to classify teachers into the appropriate effectiveness categories, particularly when using the state assessment data. We plan to make this information available to the field, but also to the Governor’s Council to help inform their decisions regarding a new student growth and assessment tool to be used in the statewide evaluation system. Having good information and evidence will greatly enhance our ability as a state to develop a high-quality statewide system. MDE believes that leveraging these smaller pilots is an efficient way to help generate some of that information.
- MDE will produce interim guidelines for selecting “off-the-shelf” assessments, including elements of a high-quality assessment and how a district or regional service agency can evaluate the assessment’s ability to measure student growth to assist districts during the locally-developed educator evaluation years.
- MDE will produce interim guidelines for the use of locally-developed interim benchmark and formative assessments, again to assist districts until the statewide evaluation tool is developed and implemented.
- In conjunction with producing the interim guidelines, MDE plans to develop a model observation protocol and guidelines for districts in how to use that protocol that keys to Michigan’s Professional Standards for Michigan Teachers and the Common Core State Standards. This will be a “best practices” tool that districts can utilize or can reference in their own work in the interim years until the Council recommendations can be implemented.
- One of our larger districts is planning to make use of student, parent and teacher surveys, as done in the Measures of Effective Teaching (MET) project. We plan to partner with them to evaluate the consistency of ratings generated from value-added measurements, observations, and the survey data, and make that information available to districts, as well as to the Council to inform their decision-making process.
- A key concern of many districts is how to document and defend their system, once they have developed it. MDE has a great deal of experience in establishing business rules and building comprehensive accountability systems in which all decisions are documented and applied, and we plan to produce a “best practices” toolkit regarding the steps necessary to document and defend each decision in the evaluation system, as well as suggestions for how to collect, store, and utilize the data collected. MDE has begun conversations with the Michigan Education Association (MEA) to provide districts with a framework for providing training for evaluators. Evaluators (principals and others) need to be trained in *how* to do

an evaluation, regardless of which evaluation system they are using. We will also produce guidelines for districts to utilize as they develop their local training programs for their local evaluation systems. Again, this information will be made available to the Governor’s Council to assist them with their development and recommendation efforts. MDE has identified a large intermediate school district that is currently engaged in developing extensive training for principals and other evaluators, and plans to partner with this ISD in order to leverage their thinking and expand our supports based on this initial work.

- We are also assisting the Persistently Lowest Achieving (which will now be priority schools as well) with the implementation of their educator evaluation systems through the intervention of the State School Reform Office (SSRO), and the hands-on assistance provided to those schools who fall under the purview of the Statewide System of Support. The Intervention Teams, district-level facilitators, and other leaders engaged in the process of turning around low-performing schools will ensure that teacher evaluation and support is carefully woven into their diagnostic treatment of performance issues.

#### *Establishing an official pilot year*

Although MDE is engaged in a number of local pilot partnerships with districts, and although districts are engaged in piloting their own measures as well, there is not currently a provision in the legislation for an official pilot year on the statewide evaluation system. MDE, via our non-voting member on the Governor’s Council, has encouraged the Council to recommend that an official pilot year be added to the legislation.

#### *Ensuring Compliance*

In the current legislation, MDE is not given any specific authority with regard to compliance with educator evaluations. However, we plan to suggest to the Council, as well as to the legislators, that the legislation for the final statewide evaluation system include a provision for MDE compliance monitoring for schools and districts, to ensure that districts have systems that meet the requirements, as well as that they are implementing them with fidelity.

MDE also has tools available to encourage compliance. Foremost among them is the power of “light of day” reporting. In our theory of action, we make the role of data and information a central piece of the conversations that the education community will have in order to drive their work. MDE has substantially increased our reporting efforts in the past several years, providing more information regarding how districts and schools are doing, even if it is not for a formal accountability system or required report. We plan to leverage this focus on dashboards, public transparency, and reporting to help ensure compliance. Key activities will include:

4. Publishing the educator effectiveness labels in the aggregate by school and district, using the MiSchoolData portal.

5. Hold schools accountable for submitting 100% of their required effectiveness labels in the new Accountability Scorecard. This gives schools credit for submitting their labels (after conducting evaluations).
6. Use available state assessment data and the teacher-student data link to cross-reference reported educator effectiveness labels with available data. If a district is reporting all highly effective teachers, but the district, school, grade and/or individual level data suggest otherwise, this suggests the district may need to better align its system with rigorous evaluation principles.

*Resources available to support this work*

Districts and schools have access to several resources, including the ones named above. In addition, the systems of supports outlined throughout this application will foster diagnostic leadership on the part of school leaders and improvement specialists alike. This is an important feature of Michigan’s program design, in that it weaves our state’s system of support back through the delivery of daily classroom instruction, and ensures the content we intend to deliver (career- and college-ready standards, as established through the Common Core) —and, indeed, are intervening to deliver in diagnostic, personalized ways, as described in Principle Two —is being achieved at the classroom level. We consider teacher evaluation to be a school improvement tool as much as any other intervention described in our waiver request.

Our Statewide System of Support will work with building- and district- level leaders to provide hands-on, specific assistance with teacher evaluation processes. As diagnostic improvement decisions are made, local leaders can use the teacher evaluation process to support staff in achieving critical results. MDE and other intervention specialists will be actively engaged in supporting local schools as they accomplish this work.

**SAMPLE FORMAT FOR PLAN**

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

<b>Key Milestone or Activity</b>	<b>Detailed Timeline</b>	<b>Party or Parties Responsible</b>	<b>Evidence (Attachment)</b>	<b>Resources (e.g., staff time, additional funding)</b>	<b>Significant Obstacles</b>



RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

October 20, 2011

**MEMORANDUM**

**TO:** Local and Intermediate School District Superintendents

**FROM:** Sally Vaughn, Ph.D.  
Deputy Superintendent/Chief Academic Officer

**SUBJECT:** Waiver Request for ESEA Flexibility

The Michigan Department of Education (MDE) will request U.S. Department of Education (USED) waivers of eleven ESEA requirements established by the No Child Left Behind (NCLB) Act of 2001. These waivers will allow flexibility regarding the 2013-2014 timeline for determining Adequate Yearly Progress (AYP), implementation of school and LEA improvement requirements, rural LEAs, schoolwide programs, support for school improvement, reward schools, Highly Qualified Teacher (HQT) improvement plans, the transfer of certain federal funds, use of School Improvement Grant (SIG) funds to support priority schools, and use of 21<sup>st</sup> Century Community Learning Centers program funds.

In order to apply for and receive the waivers, the MDE must develop a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden. Information on the available waivers, principles, and submission process for the request can be accessed at <http://www.ed.gov/esea/flexibility>.

The MDE is currently in the process of developing its request on behalf of the SEA and LEAs, in collaboration with shareholders, with the intent to apply for the waivers on November 14, 2011.

The waiver request will be made available for public comment online at the MDE website homepage, [www.michigan.gov/mde](http://www.michigan.gov/mde), on November 3, 2011. Notice of public comment will be posted with a link to a survey for the submission of comments. Comments will be due on November 10, 2011.

Cc: Michigan Education Alliance

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[www.michigan.gov/mde](http://www.michigan.gov/mde) • (517) 373-3324



RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

November 3, 2011

**MEMORANDUM**

**TO:** Local and Intermediate School District Superintendents and  
Public School Academy Directors

**FROM:** Sally Vaughn, Ph.D.  
Deputy Superintendent/Chief Academic Officer

**SUBJECT:** Public Comment Period for Michigan's Waiver Request for ESEA  
Flexibility

The Michigan Department of Education (MDE) will submit a request to the U.S. Department of Education (USED) for waivers of eleven ESEA requirements established by the No Child Left Behind (NCLB) Act of 2001. These waivers will allow flexibility regarding the 2013-2014 timeline for determining Adequate Yearly Progress (AYP), implementation of school and district improvement requirements, rural districts, schoolwide programs, support for school improvement, reward schools, Highly Qualified Teacher (HQT) improvement plans, the transfer of certain federal funds, use of School Improvement Grant (SIG) funds to support priority schools, and use of 21<sup>st</sup> Century Community Learning Centers program funds.

In order to apply for and receive the waivers, the MDE has developed a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden. Upon submission to USED, the initial request will go through a peer review process. It is likely that some changes will be made to Michigan's request based on this process before a final plan is approved by USED.

Michigan's initial request for ESEA Flexibility will be available for review and public comment at [www.michigan.gov/mde](http://www.michigan.gov/mde) starting Monday, November 7, 2011 at 9:00 a.m. Public comment will be open until Monday, November 14, 2011 at 12:00 p.m.

All comments should be submitted to [ESEAFlexibility@michigan.gov](mailto:ESEAFlexibility@michigan.gov).

Cc: Michigan Education Alliance

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RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

January 19, 2012

**MEMORANDUM**

TO: Local and Intermediate School District Superintendents and Public School Academy Directors

FROM: Sally Vaughn, Ph.D. *Sally*  
Deputy Superintendent/Chief Academic Officer

SUBJECT: Elementary and Secondary Education Act (ESEA) Waiver Webinar

Attached please find an announcement on the Michigan Department of Education's webinar on the state's ESEA Flexibility Waiver, which will be submitted to the United States Department of Education (USED) by February 21, 2012.

If you have questions about this event, please contact the Evaluation Research & Accountability Unit at [MDE-Accountability@michigan.gov](mailto:MDE-Accountability@michigan.gov) or 877-560-8378, option 6.

Attachment

cc: Michigan Education Alliance

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## **Michigan's Application for ESEA Flexibility: Overview and Request for Feedback**

A Live Videoconference and Webcast for:  
**All Michigan Education Stakeholders**

Major topics include:

- Explanation of ESEA Flexibility Application and Process
- Proposed Plans for the Four ESEA Flexibility Principles:
  - College- and Career-Ready Expectations for All Students
  - State-Developed Differentiated Recognition, Accountability, and Support
  - Supporting Effective Instruction and Leadership
  - Reducing Burdensome Reporting
- Details of New Proposed System of Accountability and Support
- Opportunity for Stakeholder Feedback

When: **Monday, January 30, 2012, 9:30-11:30 am**

Where: Boyd Arthurs Auditorium, Wayne RESA

Email in questions during videoconference: [answers@resa.net](mailto:answers@resa.net)

**Webcast:** [www.mistreamnet.org](http://www.mistreamnet.org). Click on "Live Stream" link, or view the "Archived Event" 24 hours after the video conference. **MStreamNet Help Desk: Dan Falk (734-334-1308 or 734-334-1437)**

The video conference will originate from Wayne RESA and will be distributed to the following participating host sites:

Bay-Arenac ISD	Lenawee ISD	Northern Michigan University
Berrien RESA	Marquette Alger RESA	Saginaw ISD
Dickinson-Iron ISD	Macomb ISD	St. Clair RESA
Gratiot Isabella ISD	Monroe County ISD	Washtenaw ISD

**There is no need to register for this event at any location except Wayne RESA.** To register for Wayne RESA, please use the following link: <https://www.surveymonkey.com/s/NCMBF5Z>. Due to Boyd Arthurs Auditorium seating capacity, registration is limited to 97 attendees.

DVD copies will be available for purchase. The cost is \$10 plus \$4 S&H. Contact Brenda Hose: 734-334-1437 or [hoseb@resa.net](mailto:hoseb@resa.net)





RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

February 2, 2012

**MEMORANDUM**

**TO:** Local and Intermediate School District Superintendents and  
Public School Academy Directors

**FROM:** Sally Vaughn, Ph.D. *Sally*  
Deputy Superintendent/Chief Academic Officer

**SUBJECT:** Public Comment Period for Michigan's Waiver Request for ESEA Flexibility

The Michigan Department of Education (MDE) will submit a request to the U.S. Department of Education (USED) for waivers of ten ESEA requirements established by the No Child Left Behind (NCLB) Act of 2001. These waivers will allow flexibility regarding the 2013-2014 timeline for determining Adequate Yearly Progress (AYP), implementation of school and district improvement requirements, rural districts, schoolwide programs, support for school improvement, reward schools, Highly Qualified Teacher (HQT) improvement plans, the transfer of certain federal funds, and use of School Improvement Grant (SIG) funds to support priority schools.

In order to apply for and receive the waivers, the MDE has developed a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden.

Michigan's Request for ESEA Flexibility is now available for review and public comment at [www.michigan.gov/mde](http://www.michigan.gov/mde). Public comment will be open until February 9, 2012.

All comments should be submitted to [ESEAFlexibility@michigan.gov](mailto:ESEAFlexibility@michigan.gov).

cc: Michigan Education Alliance

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## **ESEA Flexibility Request**

### **Michigan Department of Education**

### **Stakeholder Feedback Summary**

During the period of development of the ESEA Flexibility Request (September 2011 – February 2012), the Michigan Department of Education (MDE) hosted or participated in numerous meetings, webinars, and conferences (see Attachment 2.B) to engage in conversation, solicit feedback, and answer questions from a diverse set of stakeholders statewide in order to develop, revise, and finalize the Request for submission to USED in February 2012. The summary below includes information on the feedback received, with key feedback from specific stakeholder groups as well as feedback received during the official Public Comment periods. MDE’s Request for ESEA Flexibility highlights how this feedback was used to inform, shape, and change the design of the various systems and programs addressed in the Request.

#### **The Michigan Education Alliance**

The Michigan Education Alliance (EdAlliance) is a group comprised of many of the state’s professional and education advocacy organizations, including

- American Federation of Teachers – Michigan
- Association of Independent Colleges and Universities
- Michigan Association of Intermediate School Administrators
- Michigan Association of Nonpublic Schools
- Michigan Association of Public School Academies
- Michigan Association of School Administrators
- Michigan Association of Secondary School Principals
- Michigan Association of School Boards
- Michigan Community Colleges Association
- Michigan Education Association
- Michigan Elementary and Middle School Principals Association
- Michigan Parent Teacher Association
- Michigan School Business Officers
- Michigan State University K-12 Outreach
- Middle Cities
- Presidents Council, State Universities of Michigan

The EdAlliance suggested more MDE dissemination of the Common Core State Standards at regional and statewide conferences and increased work with the higher education institutions to enhance focus on the standards, provide additional seat time waivers, and strengthen STEM initiatives. They emphasized encouraging all students to take Explore and Plan assessments and for MDE to find incentives for schools to make these tests a requirement. Due to the alignment of the proposed federal accountability system and the recommended state accreditation system, the Michigan Education Association (MEA) suggested that Michigan simply drop its current system in favor of the proposed one. There was general

support for the methodology of identifying schools as priority, focus, or reward schools, with the suggestion that focus and priority schools be notified as early as possible in order for increased action planning time. MEA recommended additional positive recognitions for schools. The group reviewed the methodology for reporting annual yearly progress (AYP) and supported AYP reflecting rigorous annual measurable objectives (AMO) in assessments covering all content areas and the alignment of 2012-2022 proficiency targets with Career and College Ready (CCR) cut scores. There was expressed concern regarding the AMO measure measures for subgroups and recommendation was made to provide differentiated targets, with Safe Harbor, for each subgroup.

### **The Committee of Practitioners**

The Committee of Practitioners (COP), required by ESEA, is comprised of teachers, administrators, parents, members of school boards, private school representatives, adult and technical education representatives, as well as representatives of various groups representing specific subgroups, including English Language Learners and American Indian Tribes. The COP expressed general support for the consistency related to the use of the Top-to-Bottom methodology, student growth methodology, and teacher and leader evaluation/effectiveness methodology. Specific recommendations indicated that

- LEAs should be required to conduct assessments twice per year;
- Michigan should raise expectations from the current ACT state cut score;
- Assessments in common native languages be developed for math, science and social studies content areas; and
- MDE consider modifying accountability requirements for ELL students.

The committee expressed funding concerns in supporting priority and focus school interventions, recommending using a coordinated state, ISD, LEA, and school effort to allocate resources in a cohesive and focused way. There was some concern that the optional 21<sup>st</sup> Century program waiver could lead some LEAs to abuse the flexibility. Support was expressed for more emphasis to be placed on beating-the-odds schools and high growth schools in identifying “reward schools”. The group provided recommendations for recognizing such reward schools. Many supported the safe harbor methodology and generally liked the coordination of the teacher/leader effectiveness proposal with the state’s legislature. The committee expressed concern with teacher/administrator quality, both with teacher preparation and ongoing professional development.

### **The English Language Learner Advisory Council**

The English Language Learner Advisory Council (ELLAC) is a group convened by the MDE, comprised of both MDE staff and external members. The ELLAC suggested that parents and the community have a strong role in the planning, monitoring and implementation for priority, focus, and all other schools. Concerns were raised about the methodology for subgroup gaps in assessment results, possibly masking the traditional subgroup performance and diverting attention to improving student performance.

### **The Special Education Advisory Committee**

The Special Education Advisory Committee (SEAC) is the advisory group required by federal IDEA law to advise the MDE and Michigan State Board of Education on matters relating to the education of students with disabilities. SEAC membership includes educators, service providers, advocates, and parents. SEAC expressed support for accountability based on the performance of all students – particularly focusing on the lowest performing 30% of students, believing this strategy to help remove the proverbial ‘target’ from students with disabilities as the source of not making AYP. They also supported the shift to a focus on achievement gaps and strategies to close the gaps. The committee suggested that the waiver should grant schools/districts increased flexibility in how they use at-risk funds. Finally, the committee believes that ESEA flexibility will support transparency in public reporting of student achievement, with this approach serving to unmask many students who have been underperforming yet under-served under No Child Left Behind.

### **The Bureau of Assessment and Accountability Advisory Council**

The Bureau of Assessment and Accountability Advisory Council (BAC) identified the need to continue to refine the methodology for identifying Reward Schools. They also indicated that it will be important to continue to reevaluate the 85% achievement target over time, given the ongoing tension between “ambitious” and “attainable” and the implementation of new state assessments developed by the Smarter Balanced Assessment Consortium in 2015. Members advocated that it would strengthen the application as a whole to recognize and identify that there are issues around accountability that require more study and that we plan to conduct ongoing study to ensure that the proposed system produces the intended outcomes. The BAC also suggested that the MDE should develop interim educator evaluation guidelines while the work of the Governor’s Council is being conducted in order to support districts and schools in the interim.

### **Teachers**

Teacher input and feedback was solicited and received through public comment, MEA and AFT-Michigan comments (described above), webinar and survey, and a presentation to teachers at the annual MEA conference in February 2012.

Generally, teachers were supportive of the transition to the Common Core State Standards (CCSS). However, they express that more professional learning is needed to support good instruction in the CCSS at the classroom level.

Concern was expressed about the development of teacher evaluations through the Governor’s Council. Teachers frequently cited the importance of teacher input in the development of evaluation tools as well as the need for principals to be properly trained in using the new evaluations.

Feedback on the revised accountability system was mixed. Some teachers strongly support more rigorous cut scores, the redesigned AYP system, and the move to focus on Priority and Focus schools.

Others feel that too many schools will be identified as “yellow” or “red” and that the consequences and interventions for Priority and Focus schools are too dire.

### Parents

In addition to feedback solicited through the EdAlliance and Public Comment, the MDE worked with the Michigan PTA to convene a focus group of parents in Southeast Michigan to provide a forum for targeted discussion and feedback on the ESEA Flexibility Request.

Feedback from parents included

- The importance of focusing on the needs of every child, not just on groups of students and school and district performance;
- The need to emphasize supports for students with disabilities; and
- A preference for a 100% proficiency target for all students, rather than 85%.

Parents suggested that one intervention for Priority schools should focus on student behavior. They emphasized the importance of involving parents in a substantive way at the school and district levels in decision-making. Parents also encouraged the sharing of best practices with Priority schools so that they have a model from which they can build their improvement plans.

### Students

Student input and feedback was solicited through a webinar specifically targeted to students and a survey sent to members of both the Superintendent’s Student Advisory and an Alternative Education Student focus group and participants in the webinar.

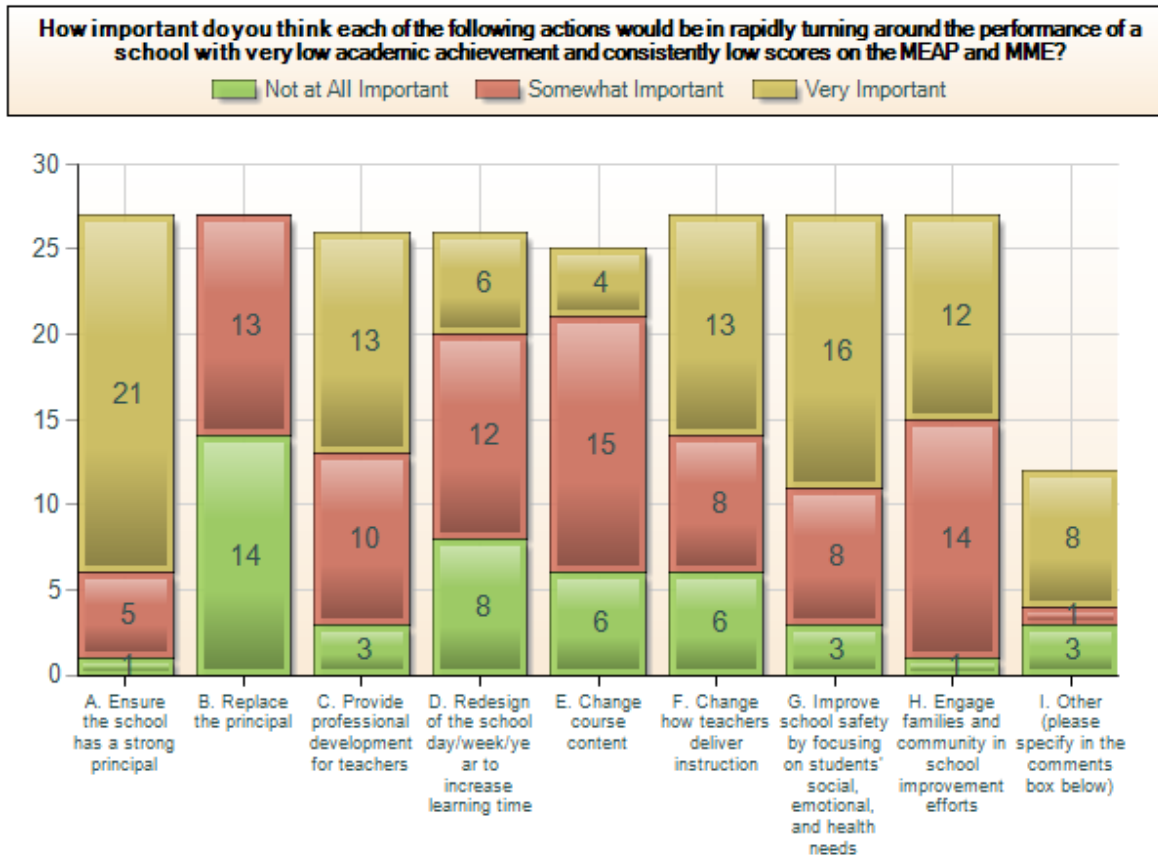
Feedback from students indicated that

- Many students express that they would like more time to prepare for state assessments with suggestions for one-on-one work, tutoring, more hands-on learning, and increased test preparation. One student would like more breaks on the longer sections of the test, stating that “I know I get bored with what I’m reading, and get lazy and guess sometimes, because I just can’t focus long enough to read all the material.”
- Some students do not feel their school is doing enough work to prepare them for careers and going to college. A few students further explained that there are no course offerings tailored to their specific interests.
- Many students state that their school is working to prepare them for careers and college. Some students are enrolled in online courses or alternative math and career-based elective courses that they find important for college preparation. One student states that their school even has a

class called “career preparation”. Others have opportunities to attend college fairs, career expos, and college field trips, as well as and listen to guest speakers.

- Some students expressed a desire for students and schools to be recognized more for what they do achieve rather than focusing on what is not being achieved.

The online student survey asked students to provide feedback on various proposed interventions and supports for struggling schools:



**The Michigan State Board of Education**

MDE presented the plans for ESEA Flexibility to the State Board of Education (SBE) on December 6, 2011, and returned to give a brief update at the January 10, 2012 meeting. Comments from members of the SBE were received at the meetings, including

- Concern regarding MDE’s initial proposal to use only the bottom 30% subgroup. Specifically, there was concern about masking students and about the danger of students and low performance being lost or not focused on with enough intention.

- Concern about the end target being set at 85% instead of 100% of students proficient on state assessments. SBE members were specifically concerned about this in the context of eliminating the nine original subgroups, and worried that the 15% who were not proficient would be those in disadvantaged groups.

The Superintendent of Public Instruction, Mike Flanagan, gave the Board a brief update in the January 2012 meeting. The Board was pleased with the progress of the application and specifically noted that it was a positive move to have all five subjects included and to retaining the nine traditional subgroups while adding the bottom 30% subgroup.

### **Governor Rick Snyder**

Michigan's Governor, Rick Snyder, submitted a letter of support for Michigan's ESEA Flexibility Request to Secretary Arne Duncan (see Attachment 2.C).

### **PUBLIC COMMENT**

Because Michigan originally intended to submit its ESEA Flexibility Request in November 2011, the MDE conducted two public comment periods – one in November 2011 and one in February 2012.

#### **First Public Comment Period – November 2011**

All but one of the 24 public comments addressed the optional 11th waiver allowing flexibility in the use of funds for 21<sup>st</sup> Century Learning Centers. The respondents advocated for the MDE to refrain from pursuing this optional 11<sup>th</sup> waiver. One comment stated that “the vagueness of the guidelines for the waiver would lead to a higher risk of fund being used inappropriately.” Many of the comments indicated that parents and students appreciate and benefit from the programs offered and do not wish them to be eliminated from lack of funds. Others expressed that this provision would not serve as a general funding solution as “syphoning money away from 21<sup>st</sup> CCLC programs is unsound and does not present any clear solution to the educational struggles Michigan is facing.”

The additional comment came from an administrator of a private parochial school. The respondent emphasized that any local allocation of Title I funds needs to ensure equitable services are offered to eligible private school students as well public school students.

#### **Second Public Comment Period – February 2012**

Thirty submissions were received via Public Comment in February 2012 from a diverse group of stakeholders including parents, teacher, principals, Institutions of Higher Education, professional organizations, advocacy groups, community-based organizations, local education agencies, regional education service agencies, and members of the public. The majority of comments (79%) focused on Principle 2. Respondents were generally supportive of the Request for ESEA Flexibility, citing the

benefits of higher expectations for students and schools as well as a clearer, more transparent, and fair system of accountability.

Comments indicated that

- There is a fundamental tension between “ambitious” and “attainable.” Some respondents insisted that 85% proficiency in ten years is not achievable, while others argued that nothing less than a 100% proficiency target is acceptable.
- Strong supports for Focus and Priority schools are essential, and the application would benefit from greater detail about these supports.
- Reward schools will be a good way to recognize achievement, which has been a mechanism lacking in the accountability system under the current iteration of ESEA.
- The Request for ESEA Flexibility supports and complements other education reform efforts currently in place in Michigan. As one respondent, a teacher and parent, indicated in the public comment submission,

*"I am ecstatic about the aggressive position that the State of Michigan is taking to raise the rigor and expectations for academic achievement of all students. I am re-energized by the recognition that higher academic standards and requirements of proficiency are needed at all levels in education. The proposed Flexibility Waivers will move us in the right direction toward closing gaps and improving the quality of public education."*



Group	Sent Invitation to Meeting, Webinar, and/or Survey	Date	Attended and Provided Comments at Meeting (in-person or virtually)	Date	Participated in Webinar (Live and/or Recorded)	Date	Provided Comments via Survey During Request Development	Date	Provided Written Comments	Received Focused Solicitation of Public Comment	Date
Michigan State University K-12 Outreach	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/11/2011 2/1/2012						X	11/3/2011
Michigan Association of School Administrators	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012	X	10/25/2011	X	10/28/2011		X	11/3/2011
Michigan Association of Intermediate School Administrators	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012	X	10/25/2011			X	10/25/2011	11/3/2011
Michigan Association of Non-Public Schools	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012			X	10/25/2011			X	2/3/2012	11/3/2011
Michigan Association of Public School Academies	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012	X	10/25/2011				X	11/3/2011
American Federation of Teachers Michigan	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	11/2/2011 (@ SEAC) 11/28/2012 2/1/2012					X	11/1/2011	11/3/2011
Michigan School Business Officers	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012						X	11/3/2011
Michigan Association of Secondary School Principals	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012			X	10/28/2011		X	11/3/2011
Michigan Association of School Boards	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011						X	11/3/2011
Michigan Education Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 (@ BAA Advisory) 10/26/2011 2/3/2012						X	11/3/2011
Presidents Council, State Universities of Michigan	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012			X	10/25/2011				X	11/3/2011
Michigan Community College Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012								X	11/3/2011
Middle Cities Education Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 11/28/2012 2/1/2012	X	10/25/2011				X	11/3/2011
Michigan Elementary and Middle School Principals Association	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012			X	10/25/2011				X	11/3/2011
Michigan PTA (Including Parent Members)	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012	X	10/21/2011 (@ BAA Advisory) 1/30/2012						X	11/3/2011
Association of Independent Colleges and Universities	X	10/18/2011 10/21/2011 12/22/2012 1/19/2012								X	11/3/2011
Bureau of Assessment and Accountability Advisory Council	X	10/18/2011	X	10/21/2011 2/1/2012						X	
Committee of Practitioners (Title I)	X	10/12/2011 1/30/2012	X	11/3/2011 2/9/2012						X	
English Language Learners Advisory Committee	X	10/19/2011	X	11/1/2011						X	
Special Education Advisory Committee	X	10/26/2011	X	11/2/2011					X	11/3/2011	X
The Superintendent of Public Instruction's Teacher Advisory Group	X	10/21/2011					X	10/28/2011		X	
The Superintendent of Public Instruction's Student Advisory Group	X	10/21/2011					X	10/28/2011		X	

Group	Sent Invitation to Meeting, Webinar, and/or Survey	Date	Attended and Provided Comments at Meeting (in-person or virtually)	Date	Participated in Webinar (Live and/or Recorded)	Date	Provided Comments via Survey During Request Development	Date	Provided Written Comments	Received Focused Solicitation of Public Comment	Date
Network of Michigan Educators (MI Teachers of the Year and Milken Award Winners)	X	10/21/2011 12/22/2012			X	10/25/2011	X	10/28/2011		X	
School Improvement Facilitators Network	X	10/21/2011			X	10/25/2011	X	10/28/2011		X	
Intermediate School District Advisory Council	X	10/21/2011			X	10/25/2011	X	10/28/2011		X	
Alternative Education Student Focus Group	X	10/25/2011			X	10/27/2011	X	10/28/2011			
Michigan Women's Commission	X	10/21/2011					X	10/28/2011			
Michigan Association of Administrators of Special Education	X	10/21/2011					X	10/28/2011			
21st Century Community Learning Center Providers	X	10/21/2011					X	10/28/2011			
Business Community	X	10/21/2011	X	2/3/2012			X	10/28/2011			
Hispanic/Latino Commission of Michigan	X	10/21/2011			X	10/25/2011					
Michigan Association of State and Federal Program Specialists	X	10/21/2011	X	11/10/2011 12/8/2011 1/12/2012 2/2/2012	X	10/25/2011					
Education Trust & Education Trust - Midwest	X	10/21/2011 12/22/2012	X	10/25/2011 1/31/2012 2/1/2012							
First Nations (American Indian)	X	10/21/2011	X	11/3/2011 (@ Committee of Practitioners)							
MI Alma-Latino Education and Civic Engagement Summit			X	12/9/2011							
Accountability Stakeholder Group (Accountability Specialists from ISDs, MEA, LEAs, & Ed Trust)			X	1/18/2012							
Michigan Legislature	X	12/22/2012									
Michigan State Board of Education			X	12/6/2012 1/10/2012	X	1/30/2012					
Michigan Office of the Governor									X	2/3/2012	



RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
EXECUTIVE OFFICE  
LANSING

BRIAN CALLEY  
LT. GOVERNOR

February 3, 2012

The Honorable Arne Duncan  
Secretary, United State Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

I write to you in support of Michigan's application for flexibility and waivers of certain provisions of the Elementary and Secondary Education Act (ESEA). Michigan is demonstrating national leadership through our pursuit of an ambitious Career- and College- Ready agenda, including the adoption of rigorous K-12 common content standards, establishment of a robust educator evaluation system, implementation of the State School Reform Office and the Education Achievement Authority to support our lowest performing schools in making swift academic turnarounds, and revision of cut scores on our state assessments to reflect readiness for career and college.

While the implementation of each of these reforms has not been easy, each has been necessary to the future of our students and of our state. Michigan is committed to reinvention, with nothing more important to that process than making our education system a success for students, educators, families, and our economy.

While the current iteration of ESEA has pushed us to focus on student achievement for all students and create robust measures of accountability to ensure that no child is left behind, Michigan is ready to move further. The waivers provided under the ESEA Flexibility package will provide the agility that we need within our education system to focus resources where they are most needed, move further in holding schools and districts accountable for increasing student achievement and closing achievement gaps, and provide encouragement and reward to those who are getting the job done.

I strongly urge the Department to approve Michigan's request for ESEA Flexibility so that we may be afforded the flexibility that we need to continue the reinvention of our education system.

Sincerely,

Rick Snyder  
Governor



# *News Release*

Contact: Martin Ackley, Director of Communications, (517) 241-4395

## **Public Welcome to Review and Comment on State's Federal Flexibility Waiver Request**

**February 2, 2012**

LANSING – The Michigan Department of Education (MDE) has opened for public review and comment its proposed federal waiver application of 10 requirements established by the No Child Left Behind (NCLB) Act of 2001.

These waivers will allow needed flexibility for public schools in Michigan regarding

- the 2013-2014 timeline for determining Adequate Yearly Progress (AYP);
- implementation of school and district improvement requirements;
- rural districts;
- school-wide programs;
- support for school improvement;
- Reward Schools;
- Highly Qualified Teacher (HQT) improvement plans;
- the transfer of certain federal funds; and
- use of School Improvement Grant (SIG) funds to support priority schools.

In order to apply for and receive the waivers, the MDE has developed a comprehensive request based on four principles: Career- and College-Ready Expectations for All Students; State-Developed Differentiated Recognition, Accountability, and Support; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden.

Michigan's request for federal Elementary and Secondary Education Act (ESEA) flexibility is available now for review at: <http://www.michigan.gov/mde/0,4615,7-140--270543--,00.html>

Public comment will be open until February 9, 2012 and should be submitted to: [ESEAFlexibility@michigan.gov](mailto:ESEAFlexibility@michigan.gov)

# # #



## State seeks waivers on some No Child Left Behind rules for schools

The Michigan Department of Education is seeking public comment through Thursday on its application to receive waivers from some of the rules of the federal No Child Left Behind law.

The waivers would, among other things, allow the state to set lower proficiency goals for schools, for now, make more schools accountable and better intervene in the schools that most need help.

No Child Left Behind -- the 10-year-old law that governs elementary and secondary education in the U.S. -- requires states to identify schools for improvement and penalize them if they don't meet academic goals, known as adequate yearly progress. The goal is that all students in the U.S. pass state exams in reading and math by the 2013-14 school year.

But a growing number of schools -- nearly half nationwide this year and about 21% in Michigan -- are failing to meet the mandates. The Obama administration is encouraging states to apply for waivers.

There are strings attached, though. Michigan and other states would have to provide evidence that they're working to

turn around failing schools, provide incentives to high-achieving schools, strengthen teacher and administration evaluations and provide data about college-readiness.

Last fall, 11 states applied for waivers. Michigan and other applicants must have their requests in by Feb. 21.

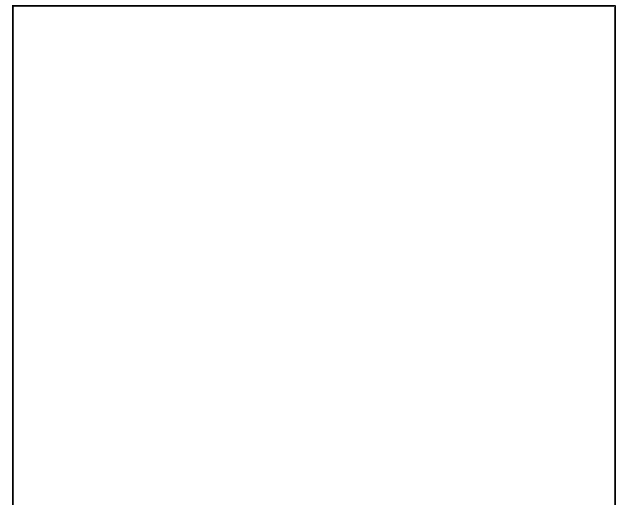
Among the changes Michigan would make in complying with the law:

- The state would create a system in which individual goals are set for each school, rather than the current practice of expecting all 4,000 or so schools to meet the same goals.

Some like this approach.

"You want to be acknowledging and giving credit to schools that are making improvements from where they are," said Robert Floden, co-director of the Education Policy Center at Michigan State University.

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- Schools would need to shoot for having 85% of their students proficient on state exams by the 2021-22 school year -- rather than the current goal of 100% by the 2013-14 school year -- to meet the law's goals and avoid sanctions. However, once a school reaches 85% proficiency, the state would reset the goals and expect improvement toward 100% proficiency.

- Schools would receive a scorecard with a red, yellow or green rating based on how well goals are met. Green would be best.

- Schools would have to be accountable for a new group of students -- the lowest performing 30% in a building. That group would be added to nine current subgroups representing students based on racial, economic, English-speaking ability and special education status. Under current rules, schools not only have to be accountable for the performance of all students, but also for each subgroup. Many schools have been identified for improvement solely because a subgroup didn't meet the law's goals.

Joseph Martineau, director of the Bureau of Assessment and Accountability, has said that the creation of the new subgroup would address concerns about 700 schools that have never had to be accountable for subgroups because they don't have large numbers of them.

- The state would identify the worst-performing schools as priority schools and provide a range of assistance to them. Top-performing schools would be designated as reward schools. The state

admits it has no money to reward the schools financially, but other types of incentives would be provided, including recognition at state conferences, videos highlighting their success and inclusion in networking meetings.

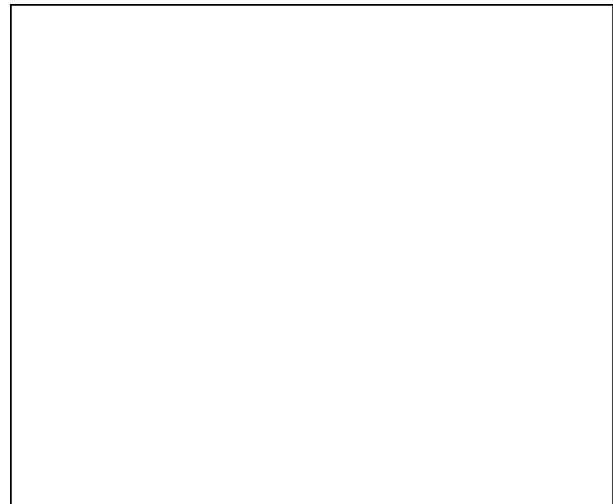
### More Details: Have your say

To see the Michigan Department of Education's application for waivers from some rules of the federal No Child Left Behind law, go to [www.michigan.gov/mde](http://www.michigan.gov/mde) and look for the ESEA Flexibility Request Application under "Current Topics."

To comment through Thursday, send an e-mail to [eseaflexibility@michigan.gov](mailto:eseaflexibility@michigan.gov).



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## Michigan invites public to review, comment on waiver request for No Child Left Behind

Published: Thursday, February 02, 2012, 4:30 PM Updated: Thursday, February 02, 2012, 4:42 PM



**Monica Scott | MLive Media Group**

By

GRAND RAPIDS - The **state Department of Education** (MDE) has opened for public review and comment its proposed federal waiver application of 10 requirements established by the **No Child Left Behind** (NCLB).

The law, implemented under former President George W. Bush, has a goal of making sure all students reach proficiency in math and reading by 2014, but states are far from achieving that mark. A lot of schools are expected to be out of compliance, subjecting them to penalties.

Educators widely agree the law needs to be changed but it is credited for exposing inequalities. In September, President Barack Obama announced states could apply for waivers and drop the proficiency requirement if they met conditions designed to better prepare and test students.

Public comment will be open until Thursday, Feb.9 and should be submitted to [ESEAFlexibility@michigan.gov](mailto:ESEAFlexibility@michigan.gov).

State officials say these waivers will allow needed flexibility for public schools in Michigan regarding the following:

- 2013-2014 timeline for determining Adequate Yearly Progress (AYP);



The Grand Rapids Press

Students participate in the TEAM 21 after school program at Gladiola Elementary last year.

- implementation of school and district improvement requirements;
- rural districts;
- school-wide programs;
- support for school improvement;
- Reward Schools;
- Highly Qualified Teacher (HQT) improvement plans;
- the transfer of certain federal funds; and
- use of School Improvement Grant (SIG) funds to support priority schools.

Michigan's request for federal Elementary and Secondary Education Act (ESEA) flexibility is available now for review on the state **website**.

In order to apply for and receive the waivers, the MDE officials say it has developed a comprehensive request based on four principles: Career- and College-Ready expectations for all students; state-developed differentiated recognition, accountability, and support; supporting effective instruction and leadership; and reducing duplication and unnecessary burden.

Email: Monica Scott at [mScott@grpress.com](mailto:mScott@grpress.com) and follow her on Twitter at [Twitter.com/GRPScotty](https://twitter.com/GRPScotty).

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AGENDA

MICHIGAN  
STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room  
Fourth Floor, John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

December 6, 2011  
9:30 a.m.

- I. CALL TO ORDER
- II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

**COMMITTEE OF THE WHOLE MEETING**

- III. DISCUSSION ITEMS
  - A. [Presentation on Elementary and Secondary Education Act Flexibility](#)  
(Education Improvement and Innovation – Linda Forward;  
Assessment and Accountability – Joseph Martineau)
  - B. [Presentation on Smarter/Balanced Assessment Consortium \(SBAC\)](#)  
(Assessment and Accountability – Joseph Martineau)
  - C. Discussion Regarding Criteria for Grant Program
    - [Criteria for the Title II Part A\(1\): Improving Teacher and Principal Quality Grant, No Child Left Behind Act](#)  
(Professional Preparation Services – Flora Jenkins)
    - [Criteria for Evaluation for the 21<sup>st</sup> Century Community Learning Centers Program](#) (Early Childhood Education and Family Services – Lindy Buch)
- IV. RECESS

**NOTE: The public will be given an opportunity to comment prior to a vote. Because it is impossible to project an exact time for each item, the public is encouraged to attend the entire meeting to be assured an opportunity to comment on a specific item.**

The State Board of Education agenda and material are available on the web at [www.michigan.gov/mde](http://www.michigan.gov/mde)

State Board of Education meetings are open to the public. Persons with disabilities needing accommodations for effective participation in the meeting should contact the Office of the State Board of Education at 517/373-3902 (voice) or 517/373-9434 (TDD) a week in advance to request mobility, visual, hearing, or other assistance.

**REGULAR MEETING**

- V. CALL TO ORDER
- VI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES
- D. [Approval of Minutes of Regular and Committee of the Whole Meeting of November 8, 2011](#)
- VII. PRESIDENT'S REPORT
- VIII. REPORT OF THE SUPERINTENDENT (Items on the Report of the Superintendent include information on administrative decisions made by the Superintendent. The documents are provided to the members of the Board for their information.)

*Report*

- E. [Human Resources Report](#)

*Grants*

- F. Report on Grant Awards
- [2010-2011 21<sup>st</sup> Century Community Learning Centers \(21<sup>st</sup> CCLC\) Before- and After-School Summer Program Expansion Grant – Amendment](#) (Early Childhood and Family Services – Lindy Buch)
  - [2011-2012 Mathematics and Science Centers – Initial](#) (Education Improvement and Innovation – Linda Forward)
  - [2011-2012 State School Aid Act Section 99\(6\) Mathematics and Science Centers – Initial](#) (Education Improvement and Innovation – Linda Forward)
  - [2010-2011 ARRA Title I School Improvement Grant – Amendment](#) (Education Improvement and Innovation – Linda Forward)
  - [2011-2012 Title I, Part D – Prevention and Intervention for Neglected and Delinquent – Amendment](#) (Field Services – Mike Radke)
  - [2011-2012 Title I, Part D – Prevention and Intervention for Neglected and Delinquent – Amendment](#) (Field Services – Mike Radke)
  - [2011-2012 Title III, Part A, Immigrant Program – Initial](#) (Field Services – Mike Radke)
  - [2011-2012 Title III – English Language Acquisition Program – Initial](#) (Field Services – Mike Radke)
  - [2011-2012 McKinney-Vento Homeless Students Assistance Grant – Initial](#) (Field Services – Mike Radke)
- IX. [REPORT OF MICHIGAN TEACHER OF THE YEAR](#)
- X. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

XI. DISCUSSION/ACTION ITEMS

- G. State Board of Education 2012-2013 Education Budget Recommendations, and 2013-14 Budget Recommendations Planning Process
- H. [State and Federal Legislative Update](#) (Legislative Director – Lisa Hansknecht)

XII. CONSENT AGENDA (Items are on the consent agenda to be voted on as a single item by the Board. Board members may remove items from the consent agenda prior to the vote. Items removed from the consent agenda will be discussed individually.)

Criteria

- I. [Approval of Criteria for the Title II Part A\(1\): Improving Teacher and Principal Quality Grant, No Child Left Behind Act](#) (Professional Preparation Services – Flora Jenkins)
- J. [Approval of Criteria for Evaluation for the 21<sup>st</sup> Century Community Learning Centers Program](#) (Early Childhood Education and Family Services – Lindy Buch)

XIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

XIV. FUTURE MEETING DATES

- A. Tuesday, January 10, 2012 (9:30 a.m.)
- B. Tuesday, February 14, 2012 (9:30 a.m.)
- C. Tuesday, March 13, 2012 (9:30 a.m.)
- D. Tuesday, April 10, 2012 (9:30 a.m.)

XV. ADJOURNMENT

INFORMATIONAL FOLDER ITEM

Information on Nominations to the Special Education Advisory Committee (SEAC)

Information on the Early Childhood Investment Corporation (ECIC) Great Start Collaboratives Legislative Report

MINUTES

STATE BOARD OF EDUCATION

Ladislau B. Dombrowski Board Room  
John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

January 10, 2012  
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman  
Mr. John C. Austin, President  
Dr. Casandra E. Ulbrich, Vice President  
Mrs. Nancy Danhof, Secretary  
Mrs. Marianne Yared McGuire, Treasurer (via telephone)  
Dr. Richard Zeile, NASBE Delegate  
Mrs. Kathleen N. Straus  
Mr. Daniel Varner  
Mrs. Eileen Weiser

Also Present: Mr. Paul Galbenski, 2011-2012 Michigan Teacher of the Year

**REGULAR MEETING**

I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:42 a.m.

II. AGENDA FOLDER ITEMS

A. Minutes of the Regular and Committee of the Whole Meeting of December 6, 2011, as revised

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

**Mr. Austin moved, seconded by Mrs. Weiser, that the State Board of Education approve the agenda and order of priority.**

The vote was taken on the motion.

**Ayes: Austin, McGuire, Straus, Ulbrich, Varner, Weiser, Zeile  
Absent: Danhof**

**The motion carried.**

IV. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND MICHIGAN TEACHER OF THE YEAR

Mrs. Marilyn Schneider, State Board Executive, introduced members of the State Board of Education and the Michigan Teacher of the Year.

V. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN

Mr. Flanagan offered condolences to Mrs. Elizabeth Bauer, former State Board of Education member, on the recent passing of her husband, George.

VI. RECESS

The Board recessed the Regular Meeting at 9:44 a.m.

**COMMITTEE OF THE WHOLE MEETING**

VII. CALL TO ORDER

Mr. Flanagan called the Committee of the Whole Meeting to order at 9:45 a.m.

VIII. PRESENTATION ON MI SCHOOL DATA

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Dr. David Judd, Director of Psychometrics, Accountability, Research and Evaluation in the Bureau of Assessment and Accountability; Mr. Tom Howell, Director, Center for Educational Performance and Information; and Mr. Paul Bielawski, School Data Manager, Center for Educational Performance and Information; presented MI School Data.

Mr. Flanagan said the MI School Data portal provides Michigan education data to help educators, parents, and community members make informed educational decisions to help improve instruction and enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college and careers.

Mr. Howell and Mr. Bielawski provided information via a [PowerPoint presentation](#).

Board members said they appreciate the rich source of data available through [www.MISchoolData.org](http://www.MISchoolData.org). They asked clarifying questions and offered suggestions for improvement. There was discussion regarding the balance of sharing complex data and making the website user friendly.

IX. PRESENTATION ON THE REVISED STANDARDS FOR THE PREPARATION OF TEACHERS OF LIBRARY MEDIA (ND)

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Dr. John VanWagoner, Interim Assistant Director, Professional Preparation Services; and Mr. Thomas Bell, Higher Education Consultant; presented the Revised Standards for the Preparation of Teachers of Library Media (ND).

Mr. Flanagan said in order to prepare teachers to meet the needs of P-12 school districts, the Library Media standards have been revised to show the adoption of the national standards for Library Media by the American Library Association. He said a referent committee was responsible for reviewing the national standards and making the recommendation for adoption.

Board members asked clarifying questions, and suggested edits. There was discussion regarding the amount of time allowed for field review before documents are approved by the Board.

Following field review, the standards will be presented to the Board for approval in March.

X. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN

Mr. Flanagan introduced Ms. Susan Broman, Deputy Superintendent, Office of Great Start, who was in attendance at the meeting. He said Ms. Broman will officially join the Department on January 23, 2012.

XI. PRESENTATION ON STATUS OF 2011-2012 STATE BOARD OF EDUCATION/ MICHIGAN DEPARTMENT OF EDUCATION REFORM PRIORITIES

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer, presented Status of 2011-2012 State Board of Education/Michigan Department of Education Reform Priorities.

Mr. Flanagan said this is a review of the progress made on the State Board of Education/Michigan Department of Education Reform Priorities for 2011-2012, as adopted by the Board on June 14, 2011. He said a progress review will be presented annually at the January Board meeting.

Dr. Vaughn reviewed the priorities noting progress and completion.

Mr. Austin said he appreciates the work done by staff to complete priority items. He said he is eager to make progress on opportunities for students to participate in early and middle colleges; dual enrollment; and Any Time, Any Place, Any Way, Any Pace. He said it is also important to advance

teacher quality support efforts. Mr. Flanagan said those topics are under discussion, and he suggested that they be topics for the Board's retreat.

Mrs. Weiser said digital learning requires a discussion at the state level regarding special education and other supports to allow the experience to be successful. Mr. Flanagan said there is a group working on the topic.

XII. PRESENTATION ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AND TRIAL URBAN DISTRICT ASSESSMENT RESULTS

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; and Dr. Joseph Martineau, Director, Bureau of Assessment and Accountability; presented National Assessment of Educational Progress and Trial Urban District Assessment Results.

Mr. Flanagan said Mrs. Weiser requested this presentation.

Mrs. Weiser said the Trial Urban District Assessment (TUDA) is the only assessment in the National Assessment of Educational Progress (NAEP) that attributes data to specific city school districts. She said it is done by request of the Council of Great City Schools, and large city school districts volunteer to participate.

Dr. Martineau said NAEP is sponsored by the U.S. Department of Education and provides periodic report cards on a number of subjects. He said the *Nation's Report Card* compares performance among states, urban districts, private and public schools, and student demographic groups. He said the governing body is the National Assessment Governing Board, and Mrs. Weiser is a member.

Dr. Martineau said TUDA began in 2002 and is designed to explore using NAEP to measure performance at the large district level. He said Detroit volunteered to participate in the past two assessments in 2009 and 2011.

Dr. Martineau provided information via a [PowerPoint presentation](#).

Mrs. Weiser said while Detroit is starting at the bottom of U.S. cities, they are starting to show increased student progress on TUDA which we hope will lead to significant gains soon. Mrs. Weiser said the full TUDA Report is available at <http://nationsreportcard.gov>, and *Pieces of the Puzzle – Factors in the Improvement of Urban School Districts on the National Assessment of Educational Progress* is available at [www.cgcs.org](http://www.cgcs.org).

Mrs. McGuire asked if the same Detroit schools were assessed in 2009 and 2011. Dr. Martineau said they were not the same schools, but through random representative samplings they are statistically comparable.



XIII. DISCUSSION REGARDING CRITERIA FOR GRANT PROGRAM

There were no Board member comments regarding grant criteria.

XIV. ADJOURNMENT

The Board adjourned the Committee of the Whole at 12:02 p.m. and reconvened the Regular Meeting at 1:02 p.m.

Mrs. McGuire ended her telephone connection at 12:02 p.m.

**REGULAR MEETING**

XV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

Approval of Minutes of Committee of the Whole and Regular Meeting of December 6, 2011

**Mrs. Danhof moved, seconded by Dr. Ulbrich, that the State Board of Education approve the Minutes of the Committee of the Whole and Regular Meeting of December 6, 2011.**

Mr. Austin said the agenda folder contains edits to the Minutes which will be incorporated into the final version.

The vote was taken on the motion.

**Ayes: Austin, Danhof, Straus, Ulbrich, Varner, Weiser, Zeile  
Absent During Vote: McGuire**

**The motion carried.**

XVI. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

- A. Dr. Kristin Fontichiaro, Ann Arbor, Michigan. Dr. Fontichiaro, University of Michigan School of Information, provided verbal comments in support of K-12 library learning standards.
- B. Ms. Sandra York, Ann Arbor, Michigan. Ms. York, Executive Director, Michigan Parent Teacher Association (PTA), provided verbal comments on the PTA Reflections Program where Michigan students will have artwork displayed at the U.S. Department of Education in Washington, DC.
- C. Mr. John Lauve, Holly, Michigan. Mr. Lauve provided verbal and written comments regarding his annual report.

Mrs. McGuire resumed her telephone connection at 1:15 p.m.

XVII. PRESIDENT'S REPORT

Mr. Austin said the Board unanimously approved Budget Priority Recommendations at its December meeting. He said there is a budget surplus, and he is reinforcing the importance of strategically investing in education priorities.

Mr. Austin said at its December meeting, the Board also approved a process for taking a comprehensive look at the education funding system. He said he will report on that at a future meeting.

Mr. Austin said with the passage of legislation expanding charter schools and choice, he personally is concerned that all schools be schools of quality. He said there also is a need to challenge charter schools to develop quality high schools. He said he heralds the accountability and transparency provisions in the legislation.

XVIII. REPORT OF THE SUPERINTENDENTReports

- E. Human Resources Update
- F. Report on the Department of Education Cosponsorship

Grants

- H. Report on Grant Awards
  - 2010-2011 William F. Goodling Even Start Family Literacy Program Grants – Amendment
  - 2011-2012 Safe and Supportive Schools Grant – Amendment
  - 2011-2012 U.S. Dept. of Agriculture (USDA) Fresh Fruit and Vegetable Program (FFVP) – Amendment
  - 2010-2011 ARRA Title I School Improvement Grant – Amendment
  - 2011-2012 Mathematics and Science Partnership (MSP) Grant Program (Title II, Part B) – Initial
  - 2009-2010 Enhancing Education Through Technology, Title II, Part D, Competitive Program, Regional Data Initiatives Continuation Grant – Initial
  - 2010-2011 Enhancing Education Through Technology, Title II, Part D, Competitive Program, Regional Data Initiatives Continuation Grant – Initial
  - 2009-2010 Enhancing Education Through Technology, Title II, Part D, Competitive Program, Michigan Education Data Portal Grant – Amendment

- 2011-2012 Title I, Part D – Prevention and Intervention for Neglected and Delinquent – Amendment
- 2010-2011 Title III – English Language Acquisition Program – Amendment

Mr. Flanagan provided an update on the Department's application for Elementary and Secondary Education Act Flexibility that is being submitted to the U.S. Department of Education in mid-February.

Mr. Flanagan said Benton Harbor Area Schools should be acknowledged for working diligently to make significant progress on the elimination of its deficit.

Mr. Flanagan said school districts in Michigan received their Fall 2011 MEAP student-level results the week of December 12, 2011. He said this is the third consecutive year that schools have received the data prior to winter break.

Mrs. Danhof left the meeting at 2:00 p.m.

#### XIX. REPORT OF THE MICHIGAN TEACHER OF THE YEAR

Mr. Paul Galbenski, 2011-2012 Michigan Teacher of the Year, presented the Report of the Michigan Teacher of the Year. He provided a verbal update to his written report including Widening Advancement for Youth, Southfield-Lathrup High School presentation on career and technical education programs, America's Marketing High School – Super Bowl Project, Oakland Counselors Association Meeting, School Improvement Conference, Governor's Council on Educator Effectiveness, Network of Michigan Educators Meeting, Oakland Schools Education Foundation Board Meeting, and Oakland County Transition Coordinators Meeting.

#### XX. STATE AND FEDERAL LEGISLATIVE UPDATE

Ms. Lisa Hansknecht, State and Federal Legislative Director, presented the State and Federal Legislative Update.

Ms. Hansknecht said the School Quality Workgroup is a bipartisan, bicameral workgroup that has been established as a requirement of the charter school expansion bill. She said the members must make recommendations to the Education committees in both chambers on measures to be taken to improve educational quality in all public schools. She said the workgroup will submit its recommendations by March 30, 2012.

Dr. Ulbrich asked if the State Board of Education and the education community will be asked to provide input in the School Quality Workgroup. There was Board consensus that the State Board of Education Legislative Committee will look for common ground to provide input.

Ms. Hansknecht provided an update on dual enrollment and shared time legislation, cyber schools legislation, burdensome reports, accreditation, and the budget.

Mrs. Straus asked if the State Board of Education's Model Anti-Bullying Policy will be made available to school districts as they review and develop policies prohibiting bullying, as required by the passage of Matt's Safe School Law (MCL 380.1310b). Mr. Flanagan said superintendents will receive a reminder notice.

XXI. CONSENT AGENDA

Approval

J. Approval of Professional Learning Policy and Standards

Criteria

K. Approval of Criteria for the Training and Technical Assistance Grant for the 21<sup>st</sup> Century Community Learning Centers Program

**Mr. Austin moved, seconded by Dr. Zeile, that the State Board of Education approve the Consent Agenda as follows:**

**J. approve the Michigan Department of Education Professional Learning Policy and the Michigan Department of Education Standards for Professional Learning, as attached to the Superintendent's memorandum dated January 3, 2012; and**

**K. approve the Criteria for Training and Technical Assistance Grant for the 21<sup>st</sup> Century Community Learning Centers Program, as described in the Superintendent's memorandum dated December 11, 2011.**

Mr. Austin said Mrs. Danhof, prior to leaving the meeting, asked him to convey her concerns regarding the continuum of professional learning. He said he trusts it is included in the Professional Learning Policy and Standards.

Mrs. Straus suggested that the definition of "job embedded" be more clearly defined in the guidance document.

The vote was taken on the motion.

**Ayes: Austin, McGuire, Straus, Ulbrich, Varner, Weiser, Zeile**  
**Absent: Danhof**

**The motion carried.**

XXII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

There were no additional comments by State Board of Education members.

XXIII. TENTATIVE AGENDA FOR NEXT MEETING

Mr. Flanagan said Board members may contact a member of the Agenda Planning Committee comprised of Mr. Austin, Dr. Ulbrich, and Mrs. Danhof with suggestions for agenda topics.

XXIV. FUTURE MEETING DATES

- A. Tuesday, February 14, 2012 (9:30 a.m.)
- B. Tuesday, March 13, 2012 (9:30 a.m.)
- C. Tuesday, April 10, 2012 (9:30 a.m.)
- D. Tuesday, May 8, 2012 (9:30 a.m.)

XXV. ADJOURNMENT

The meeting adjourned at 2:35 p.m.

The video archive of the meeting is available at [www.michigan.gov/sbe](http://www.michigan.gov/sbe).

Respectfully submitted,

Nancy Danhof  
Secretary



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**State Board of Education Unanimously Adopts Common Core Standards**

**Contact:** Martin Ackley, Director of Communications 517.241.4395  
**Agency:** Education

June 15, 2010

LANSING - The State Board of Education unanimously adopted today the Common Core Standards - a set of rigorous, college and career-ready K-12 curriculum standards that states across the nation are considering adopting to bring consistency in education across the states.

With this action, Michigan formally adopts the final Common Core Standards that are internationally benchmarked in English Language Arts and mathematics, formalizing Michigan's agreement to integrate the standards into the state's public education system.

"This is an historic moment for Michigan," said State Board of Education President Kathleen N. Straus. "With the implementation of the Common Core State Standards, teachers and administrators will have an instructional blueprint to ensure all Michigan students are college and career-ready."

The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) involving the Governors and state commissioners of education from 48 states, two territories and the District of Columbia, committed to developing a common core of state standards in English Language Arts and mathematics for grades K-12.

"Michigan has been a national leader in the development of rigorous academic standards," said Mike Flanagan, State Superintendent of Public Instruction. "The adoption of these standards will for the first time provide states with clear and consistent educational goals and represent a logical next step in our state's efforts to embrace high learning."

The standards have been guided by the best available evidence and the highest standards across the country and globe and were designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both real world requirements and the realities of the classroom.

"The Common Core Standards are built on the best state standards," Flanagan said. "These standards provide the content; they aren't telling states or school districts how to teach these content standards."

The Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- [MI Business One Stop](#)
- [Departments/Agencies](#)
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- [Surveys](#)
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- Traverse City West High School Teacher Receives National Milken Educator Award
- State Has Measures in Place to Ensure Integrity in MEAP Testing
- State Board Gives Nod to Improved Standards for State Assessment Scores
- The Library of Michigan Launches its 2011 Michigan Reads! Program with Devin Scillian's *Memoirs of a Goldfish*
- 98 Lowest Achieving Schools Identified; and Latest "Top-to-Bottom" School Rankings Released
- Acclaimed children's author Gary Schmidt Wins 2011 Michigan Author Award
- Higher Expectations Cause More Schools to Not Make Adequate Yearly Progress in 2011
- Michigan High School Students on Track for College Readiness
- Online Map Hopes to Ease Michigan Summer Hunger Challenges for Youths
- 24 Michigan Schools Awarded Federal Improvement Funds to Raise Achievement
- Career and Technical Educator at Oakland Schools Named 2011-12 Michigan Teacher of the Year
- State Board of Education To Host Public Forums on Education
- State Board Supports Reform Initiatives In Governor Snyder's Education Message
- Student "Letters About Literature" Writers Win Accolades and National Awards!
- MEAP Math and Reading Scores Climb since Rigorous Standards Adopted; Achievement Gaps Narrow
- Snyder celebrates math on National Pi Day
- Flanagan asks districts to help efforts to assist children of military families

**Attachment 4.A**

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content and application of knowledge through higher order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.

- [State Board Approves Reform Priorities](#)
- [Hunger Doesn't Take A Summer Vacation - More Sponsors Needed To Make A Real Difference in the Lives of Hundreds of Thousands of Hungry Michigan Children](#)
- [College Goal Sunday Helps Students, Families File for College Financial Aid](#)

Michigan implemented new nationally recognized K-8 grade level content expectations in 2004 and high school content expectations in 2006 for English Language Arts and mathematics. Both are closely aligned to the Common Core State Standards which will minimize instructional changes and adjustments.

"I see this as that next step in our education system," said State Board of Education Vice President John C. Austin. "It's really an extension of the work we've done here over the past several years. These Common Core Standards are consistent with the high expectations we've hold here in Michigan."

To help teachers successfully implement the standards, the Michigan Department of Education, Intermediate School Districts and other partner groups will provide support and training starting in the fall of 2010. Teachers will begin to provide instruction related to the standards by the fall of 2012. It is anticipated that students will be assessed on the Common Core Standards beginning in 2014.

The Common Core State Standards will enable participating states to:

- Articulate to parents, teachers, and the general public expectations for students.
- Align textbooks, digital media and curricula to the internationally benchmarked standards.
- Ensure professional development for educators is based on identified need and best practices.
- Develop and implement an assessment system to measure student performance against the common core state standards.
- Evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards.

More information about the Common Core State Standards initiative including key points for both English language arts and mathematics is available at <http://www.corestandards.org/>.

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MINUTES

STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room  
John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

June 15, 2010  
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman  
Mrs. Kathleen N. Straus, President  
Mr. John C. Austin, Vice President  
Mrs. Carolyn L. Curtin, Secretary  
Mrs. Marianne Yared McGuire, Treasurer  
Mrs. Nancy Danhof, NASBE Delegate  
Mrs. Elizabeth W. Bauer  
Ms. Casandra E. Ulbrich  
Mr. Michael Zeig, representing Governor Jennifer M. Granholm,  
ex officio

Absent: Mr. Reginald M. Turner

Also Present: Mr. Rob Stephenson, 2009-2010 Michigan Teacher of the Year

**REGULAR MEETING**

I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:38 a.m.

II. INFORMATIONAL FOLDER ITEMS

- A. Information on Special Education Advisory Committee Quick Notes – Meetings of April 7, 2010 and May 5, 2010
- B. Information on the Three-Year Report on the Michigan Test for Teacher Certification Results for 2006-2009

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Adoption of Resolution Honoring Lucia Campbell (Item W) – added to agenda



- B. Criteria for Combined Title I Statewide System of Support and High Priority Schools Technical Assistance Grant (Item X) – added to agenda
- C. Criteria for Allocation of Title I School Improvement Funds to Support Regional Assistance to High Priority Schools (Item Y) – added to agenda

Mr. Austin requested that the following items be removed from the consent agenda and placed under discussion:

- D. Approval of *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and *Common Core State Standards for Mathematics* (Item N)
- E. Approval of Signing a Memorandum of Understanding to Formally Join the SMARTER Balanced Assessment Consortium (Item O)

**Mr. Austin moved, seconded by Mrs. Curtin, that the State Board of Education approve the agenda and order of priority, as modified.**

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Ulbrich**  
**Absent: Danhof, Turner**

**The motion carried.**

IV. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS, DEPARTMENT STAFF, AND GUESTS

Mrs. Eileen Hamilton, State Board Executive, introduced members of the State Board of Education, Department of Education staff, and guests attending the meeting.

Mr. Michael Zeig, Governor Jennifer M. Granholm’s representative at the Board table, was welcomed to his first State Board of Education meeting.

V. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN

Mr. Flanagan said the list of schools eligible to apply for the Federal School Improvement Grant was released on Monday, June 14, 2010. He said Michigan will be awarded approximately \$119 million for 108 eligible schools to improve teaching and learning for all students in

persistently low achieving schools. He said the School Improvement Grant is part of the American Recovery and Reinvestment Act.

Mr. Flanagan said this is an opportunity for the schools that are struggling the most to use time and resources to begin their improvement plans before the state identifies the list of lowest performing schools affected by the state school reform law this fall.

#### VI. CONSENT AGENDA

- A. Adoption of Resolution Honoring the 2009-2010 Michigan Teacher of the Year
- B. Adoption of Resolution Honoring the 2010-2011 Michigan Teacher of the Year

**Mrs. Straus moved, seconded by Mrs. Bauer, that the State Board of Education approve the Superintendent's recommendations for the consent agenda as follows:**

- A. adopt the resolution attached to the Superintendent's memorandum dated May 26, 2010, honoring the 2009-2010 Michigan Teacher of the Year; and**
- B. adopt the resolution attached to the Superintendent's memorandum dated May 26, 2010, honoring the 2010-2011 Michigan Teacher of the Year.**

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Ulbrich**  
**Absent: Danhof, Turner**

**The motion carried.**

The resolution honoring the 2009-2010 Michigan Teacher of the Year, Robert Stephenson, is attached as Exhibit A.

The resolution honoring the 2010-2011 Michigan Teacher of the Year, Matinga Ragatz, is attached as Exhibit B.

#### VII. POINT OF THE DAY

Mr. Martin Ackley, Director of Communications, presented the Point of the Day that focused on the history of the Michigan Teacher of the Year Program.

### VIII. PRESENTATION ON MICHIGAN TEACHER OF THE YEAR PROGRAM

Mr. Robert Stephenson provided his final report as the 2009-2010 Michigan Teacher of the Year. He sang while presenting a PowerPoint report that included highlights of the many events he has participated in during the past year. Mr. Stephenson said the Board has been an example of bipartisanship that should be a model for all.

Mrs. Straus presented Mr. Stephenson with a resolution honoring him as the 2009-2010 Michigan Teacher of the Year. Mrs. Straus said he has been a fabulous teacher to everyone, and she congratulated him on being one of four finalists for National Teacher of the Year.

Mr. Austin said Mr. Stephenson has been very instrumental in his role as the Michigan Teacher of the Year, and his perspective at the Board table has been extremely valuable.

Mr. Stephenson introduced his wife, Jamie; and their children, Andrew and Rebecca.

### IX. AWARDS AND RECOGNITIONS

#### A. 2010-2011 Michigan Teacher of the Year and State Level Finalists

Ms. Jean Shane, Special Assistant, Awards and Recognitions Program, presented the 2010-2011 Michigan Teacher of the Year and State Level Finalists. Ms. Shane said 390 teachers were nominated for the 2010-2011 Michigan Teacher of the Year.

Ms. Shane said Mrs. Curtin read applications and Ms. Ulbrich served on the interview team. Ms. Shane said Mrs. Curtin attended the May 26, 2010, surprise notification by Mr. Flanagan at Grand Ledge High School announcing Ms. Matinga Ragatz, Global Studies teacher, as the 2010-2011 Michigan Teacher of the Year. A video clip of the announcement was shown.

Ms. Shane introduced Ms. Ragatz and her guests. Ms. Ragatz said she is thankful for this phenomenal opportunity to honor teachers. She said her mother was the first woman in Equatorial Guinea, a small country on the coast of Central West Africa, to obtain a college education. Ms. Ragatz said her mother became a teacher, and retired as the dean of a university after a long career in teaching the same week that Matinga was named the 2010-2011 Michigan Teacher of the Year. Ms. Ragatz said it is the best time to be a teacher, because it is the dawn of a new way for education and the beginning of learning for both teachers and students. She said

teaching will no longer be the same. She said she is thankful for the trust placed in her with the huge responsibility to represent Michigan teachers. She said she has the best job in the world, because she sees the miracles that happen in the classroom every day. She said Rob Stephenson is an inspiration, and she is honored to be in the company of Jamie Dudash and David Legg, the finalists for Michigan Teacher of the Year.

Ms. Shane introduced Katie Clippert of MEEMIC, the insurance company that provides corporate support for the Michigan Teacher of the Year program. Ms. Shane said MEEMIC presented a check for \$1,000 to Grand Ledge High School for educational projects for students. She said MEEMIC will also provide Ms. Ragatz with the use of a car for one year.

Ms. Shane introduced the state level finalists Mr. Jamie Dudash, Social Studies Teacher, Dexter High School; and Mr. David Legg, Language Arts/Broadcasting Teacher, Novi High School, and their guests. Ms. Shane said MEEMIC representatives will visit Dexter High School and Novi High School to presents checks in the fall.

Mrs. Straus presented Ms. Ragatz with the resolution honoring the 2010-2011 Michigan Teacher of the Year. Mrs. Straus said public education initially began to educate citizens so that they could participate in a democratic form of government. She said public education is essential and teachers are vital in keeping our democracy strong.

Ms. Ragatz was presented a sculpture by Ms. Ulbrich, a lapel pin by Mrs. Curtin, and a letter from Governor Granholm read by Mr. Zeig.

Mr. Flanagan presented Grand Ledge Public Schools Superintendent Steve Matthews and Principal Steve Gabriel with a plaque to display in Grand Ledge High School commemorating Matinga Ragatz as the 2010-2011 Michigan Teacher of the Year.

Mr. Jamie Dudash and Mr. David Legg were presented with certificates in their honor and lapel pins. Ms. Ulbrich said all three finalists exhibited traits of engagement and creativity which will foster engaged and creative students and citizens.

Mr. Flanagan said year after year Teachers of the Year and finalists give credit to others for their success. He said when given the opportunity to meet the students it is apparent they love their teachers.

X. RECESS

The Board recessed the Regular Meeting at 10:45 a.m.

**COMMITTEE OF THE WHOLE MEETING**

XI. CALL TO ORDER

Mr. Flanagan called the Committee of the Whole Meeting to order at 11:00 a.m.

XII. DISCUSSION ITEMS

- A. Presentation on Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and Common Core State Standards for Mathematics

The following individuals presented:

- Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer
- Ms. Linda Forward, Interim Director, Office of Education Improvement and Innovation
- Ms. Deborah Clemmons, Supervisor of Curriculum and Instruction

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. Drafts of the College and Career Readiness Standards were released for public comment in September 2009, and the draft K-12 Common Core State Standards were released for public comment in March 2010. Alignment to Michigan content expectations as well as public comments to the March draft of the Common Core State Standards were presented to the Board with a copy of the final K-12 Common Core Standards in math and English language arts/literacy.

The Board will be asked to take action on this item later in the meeting. If the Standards are approved, the U.S. Department of Education will be notified via an addendum to Michigan's Race to the Top application.

A PowerPoint presentation was shown.

Board member comments and *clarifications* included:

1. glad to see English language arts includes social studies and science; that will be an improvement – *yes*;
2. common core standards is the logical next step in taking high learning expectations to the national level; Michigan is a leader in high standards;
3. there was previous push back from other states regarding the rigor of Science, Technology, Engineering and Mathematics (STEM); STEM went back into the document – *yes; and*
4. children will not be tested on things they have not been taught; is the National Assessment of Educational Progress (NAEP) going to be the interim test of choice – *Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability, came to table; NAEP will continue to measure the NAEP framework; the NAEP framework will likely be revised in the future; there will continue to be a disconnect between the NAEP framework and the common core state standards but there is now greater overlap than previously.*

B. Presentation on Signing a Memorandum of Understanding to Formally Join the SMARTER Balanced Assessment Consortium

The following individuals presented:

- Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer
- Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability

The Michigan Department of Education has joined the SMARTER Balanced Assessment Consortium which is currently preparing a multi-state application under the Race to the Top assessment competition. The competition is specifically for consortia of states to submit joint applications for funding the development of assessments measuring the College- and Career-Readiness Standards and the Common Core State Standards that are comparable across states within the consortia. The joint application will be submitted on June 23, 2010, to the U.S. Department of Education to compete for up to \$320 million in funding. Michigan's participation is contingent upon a Memorandum of Understanding signed by the Governor, State

Board of Education President, Superintendent of Public Instruction, and the state's Chief Procurement Officer.

The Board will be asked to take action on this item later in the meeting.

Board member comments and *clarifications* included:

1. if every state signs on to the Common Core Standards, and there is an assessment consortium, will NAEP still be needed if it is measuring something that has not been taught – *at the NAEP spring meeting there was discussion regarding NAEP's purpose now that states are going toward Common Core Standards;*
2. why are there two consortia for the Common Core assessment – *Michigan was one of several states that wanted a single consortium; other states believed that if there are two consortia, one is likely to succeed; application guidelines state that up to two consortia will be funded;*
3. who is in Michigan's consortium – *currently 30 states are participating in the consortium that Michigan is part of; 20 to 25 states are in the other consortium; Michigan chose to be one of 17 governing states that are in a leadership role with significant input; governing states cannot be a member of both consortia; participating states can participate in both consortia; moving toward online assessment and immediate feedback and results and a strong focus on professional development for formative assessment and implementing some interim benchmark assessments to determine the likelihood of passing before the final test;*
4. there are states that do not support the Common Core Standards; why is there a greater number of states that want to be part of the assessment – *some states and territories have signed on to both consortia;*
5. why would states want to be a member of two consortia – *states that are members of two consortia will be able to watch what is happening in both consortia and then at a later date choose which test to administer; states choosing that option are not allowed any level of control and sacrifice the ability to provide significant input into what the final product looks like;*

6. what is the philosophy of each of the consortia – *there is overlap in the two consortia; the main differences are that SMARTER Balanced Assessment Consortium is looking at online assessment and immediate return of results; responsible flexibility based on principles; comparability across states; professional development for teachers, formative assessment, and interim assessment that supports teachers in knowing how to use the results and how to conduct classroom assessment;*
7. how is writing tested online – *the consortium is proposing traditional multiple choice items; traditional constructive response like Michigan has; comparability between human scoring and artificial intelligence scoring that is becoming more reliable and valid; performance tasks will likely involve a class period and be scored by human scorers; performance events are longer term projects such as portfolios that will also be scored by humans; and*
8. Memorandum of Understanding is detailed – *it clearly defines the responsibilities of the states and consortium in testing the Common Core Standards; flexibility includes the ability to test students up to two times per year; states will have the opportunity to decide how scales are produced, how growth is measured, how they will be used for accountability; significant economies of scale in developing the infrastructure will be gained.*

C. Discussion Regarding Criteria for Grant Programs

There were no questions from Board members regarding grant criteria.

XIII. ADJOURNMENT

The Board adjourned the Committee of the Whole at 11:53 a.m. and reconvened the Regular Meeting at 1:05 p.m.

**REGULAR MEETING**

XIV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

- A. Approval of Minutes of Committee of the Whole and Regular Meeting of May 11, 2010

**Mrs. Bauer moved, seconded by Ms. Ulbrich, that the State Board of Education approve the Minutes of the Committee of the Whole and Regular Meeting of May 11, 2010.**



The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Ulbrich**  
**Absent: Danhof, Turner**

**The motion carried.**

XV. PRESIDENT'S REPORT

- A. Follow Up Meetings with Legislators to Discuss "Recommendations to Better Support Michigan's Education System - Reforms, Restructuring, and Revenues"

Mrs. Straus said that Board members have begun to meet with Representatives and Senators to discuss the document the Board approved at its May 11, 2010, meeting, "Recommendations to Better Support Michigan's Education System – Reforms, Restructuring, and Revenues."

Mrs. Straus said legislators have not yet provided endorsements, but indicated they are looking forward to studying the document. She said additional meetings will be scheduled with legislators and newspaper editorial boards.

Mrs. Straus said she has heard from some people that do not agree with certain aspects of the Board's report. She said the report is a result of a bi-partisan effort in which everyone compromised to reach consensus. She said policy is supposed to be made in a give and take fashion that results in a compromise.

- B. Drivers Against Texting and Talking

Mrs. Straus said Senator Samuel (Buzz) Thomas asked Mrs. Straus to support Drivers Against Texting and Talking. She said she was contacted by the organization to determine if the Michigan Department of Education can assist in educating drivers. Mrs. Straus said she may also request the Board's endorsement at a future meeting. She said she will obtain additional information

- C. National Farm to Cafeteria Conference

Mrs. Straus said she attended the National Farm to Cafeteria Conference in Detroit to encourage healthier eating and support for the local economy by eating farm fresh products that are locally grown. She said there were many participants from school districts. She said Traverse City has participated in the program for six years and there are eight schools in Detroit

using urban farms to supply fresh fruits and vegetables. She said this program fits well with Michigan's National Association of State Boards of Education grant to promote effective nutrition policies in Michigan schools.

Mrs. Curtin said her local school district in Evart built a greenhouse and grows produce that is used in meals prepared in the school cafeteria.

D. NASBE Healthy Eating Grant

Mrs. Straus said she participated in a multi-state virtual meeting on the National Association of State Boards of Education Healthy Eating Grant with participants from Pennsylvania, Arkansas, Mississippi and California. She said new state participants included Alabama, Kentucky, Georgia and North Carolina. She said it was an interesting and productive session and participants learned what other states are doing. She said the Michigan team will be meeting shortly to plan for the second year of the grant.

E. NASBE Study Groups

Mrs. Straus said she and Mrs. Danhof attended National Association of State Boards of Education Study Group meetings on June 10-12, 2010. Mrs. Straus said Mrs. Danhof is a member of the 21<sup>st</sup> Century Educator Study Group and she is a member of the Structure of Schools Study Group.

Mrs. Straus said there was a presentation on international benchmarking with the focus on teacher preparation. She said Finland accepts only the top 10 percent of students into the teacher training institutions, and Singapore accepts the top 20 percent. She said teachers are recognized as being very valuable members of society.

Mrs. Straus said there was general agreement to replace seat time and Carnegie units with mastery and competence. Mrs. Straus said the report will be available in October.

Mrs. Straus said one of her fellow study group members is a professor of physics at the University of Maryland. She said he is also a member of an advisory committee on Science, Technology, Engineering and Mathematics (STEM) which will present recommendations to the President of the United States shortly.

Mrs. Straus said the Council of Chief State School Officers (CCSSO) has a program called Next Generation Learners: Delivering on our Promise to Educate Every Child. She said there are six lab states: Maine, New York, West Virginia, Ohio, Kentucky and Wisconsin. She said these 6 states were selected from 27 states that responded to an invitation from CCSSO.

F. School Visits

Mrs. Bauer has visited many schools and she writes thorough reports that she shares with State Board of Education members. Mrs. Straus said she appreciates the reports.

XVI. REPORT OF THE SUPERINTENDENT

Reports

- G. Human Resources Report
- H. Report on Wayne County Regional Educational Service Agency Plan for the Delivery of Special Education Programs and Services
- I. Report on Ottawa Area Intermediate School District Plan for the Delivery of Special Education Programs and Services

Grants

- J. Report on Grant Awards
  - 2009-2010 Middle College High School Health Partnership Grant – Initial
  - 2010-2011 Secondary CTE Perkins Grant Program – Initial
  - 2010-2011 Tech Prep Grant Program – Initial
  - 2008-2009 Individuals with Disabilities Education Act, Part B Formula Grants – Amendment
  - 2009-2010 Title I Accountability/School Improvement – Amendment

Mr. Flanagan provided a verbal report on:

A. Mr. Austin's Presentation at Wayne State University Class

Mr. Flanagan said he teaches a graduate class at Wayne State University and Mr. Austin visited his class on June 14 to discuss the Board's report, "Recommendations to Better Support Michigan's Education System - Reforms, Restructuring, and Revenues." Mr. Flanagan said Mr. Austin represented the

Board well in the discussion that included the bipartisan manner in which the State Board of Education develops policy.

B. School Improvement Grant

Mr. Flanagan said he mentioned the School Improvement Grant (SIG) earlier in the meeting. He said the SIG funds are for the persistently low achieving schools as defined by the Federal government.

Mr. Flanagan said all Michigan citizens have the right to see information on how schools are performing. He said the focus of education should not be just on the lowest-performing schools, but also on those schools that are excelling. He said the Michigan Public School Top to Bottom Ranking is available on the Michigan Department of Education website.

Mr. Flanagan said the schools eligible for the federal SIG funds were identified based on state testing data for student achievement (2007-2009) and academic growth (2006-2009).

He said to develop the list of schools as required by the state school reform law the state will be adding data from 2009-2010 for student achievement and academic growth, and dropping the 2006-2007 data.

C. Michigan School for the Deaf Graduation

Mr. Flanagan said Mrs. Bauer and he attended the Michigan School for the Deaf graduation ceremony of five proud graduates.

D. Wyoming and Godwin Heights School Visit

Mr. Flanagan said he visited Wyoming and Godwin Heights School Districts on May 20. He said he was impressed by many things including that the community's two school districts shared a superintendent and a business officer. He said bus services are also shared with some of the private schools in the area. He said they anticipated change and got community support to get in front of budget, facility, and academic issues. He said he was also impressed by the leadership of the local board of education and the superintendent.

Mr. Flanagan said a seat time waiver was granted for the Wyoming Frontiers Program which is an online program. He said two graduates of the program spoke of their experiences when he visited and he invited them to speak to the Board. Mr. Flanagan

introduced Program Director Allen Vigh, and students Ryan Strayhorn and Holly Jansma.

Mr. Strayhorn said he had health problems, managed his own business of 26 employees, dual enrolled in college while in high school, graduated early with a good grade point average, and received a scholarship while in the Frontiers Program. He said a laptop computer is given to each student who has good attendance and behavior, and if the student graduates they keep the laptop. He said students want to come to the lab which is a welcoming environment with computers and couches.

Mr. Vigh said there are the equivalent of 2.25 certified staff members in two labs who also work with students on other issues such as time management. He said students earn time away from the lab by demonstrating that they can use the time effectively.

Ms. Jansma said the teachers are so eager and willing to help, and students have a personal relationship with the teachers. She said she was able to move at her own pace. She said she continued to play sports while involved in the program and finished early. She said she was able to have a job and she is training to be an optician.

Mr. Vigh said the program has helped reach students of many different abilities and circumstances. He said it has been customized to the student and helped many people be successful.

Mr. Vigh said the program has just completed its second year and has gone from 10 to 70 students.

E. Michigan-Shiga Sister State Visiting Official

Mr. Flanagan introduced Mr. Junichi Tanoue, the Michigan-Shiga Sister State Visiting Official who represents the Shiga Province and does a research project while in Michigan. Mr. Tanoue said he is very honored to have the opportunity to attend the Board meeting.

XVII. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

- A. Ms. Sandra York, Ann Arbor, Michigan. Ms. York, representing the Michigan Congress of Parents, Teachers, and Students, provided verbal comments on Michigan winners of the National PTA Reflections Program.

- B. Mrs. Mary Wood, Warren, Michigan. Mrs. Wood provided verbal comments on charter school issues.

Mrs. Danhof arrived at 1:55 p.m.

- C. Ms. Murcy Jones-Lewis, Ms. Dominique Jacques, Ms. Shaundra Morgan, Ms. Chandra Morgan, and Ms. Benrita Smith, representing Colin Powell Academy, Detroit, provided verbal comments and written information.

XVIII. STATE AND FEDERAL LEGISLATIVE REPORT

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; and Ms. Lisa Hansknecht, Legislative Director; presented State and Federal Legislative Report.

Ms. Hansknecht said Public Act 75 of 2010, the public school employee retirement legislation, was signed by the Governor. She said it is anticipated that 17,000 to 18,000 school employees will retire. She said the Legislature was hoping that 28,000 would retire, and without the legislation it is estimated that between 5,000-6,000 school employees would have retired.

Ms. Hansknecht said there has been discussion by Governor Granholm, Senator Bishop, and others regarding using the School Aid funds for higher education, but there is opposition in the K-12 community.

Ms. Hansknecht said the pending Federal Education Jobs Bill provides for investment in teachers and school employees to prevent job loss and help the economy. She said the Economic Policy Institute released a report on the economic impact of the education jobs fund in relation to the Gross Domestic Product. Ms. Hansknecht said the National Association of State Boards of Education may have a suggested letter that the State Board of Education can address to the Michigan Congressional Delegation in support of the Education Jobs Bill.

Ms. Hansknecht said Senator Michael F. Bennet from Colorado has introduced the Federal School Turnaround Bill, regarding training for school leaders to implement the intervention models that are part of Race to the Top and the reauthorization of the Elementary and Secondary Education Act (ESEA). She said she will provide the Board with additional information at a later date.

Mrs. Straus asked for an update on legislation to revised Public Act 72. Ms. Hansknecht said the changes are specific to the municipality side and not the education side. Ms. Hansknecht said she will continue to monitor the legislation.

XIX. CONSENT AGENDAApprovals

- L. Approval of American Sign Language Standards
- M. Approval of School Counselor Standards
- N. Approval of *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and *Common Core State Standards for Mathematics*
- O. Approval of Signing a Memorandum of Understanding to Formally Join the SMARTER Balanced Assessment Consortium
- P. Approval of Appointments to the Professional Standards Commission for Teachers
- Q. Approval of Nominations to the Special Education Advisory Committee

Criteria

- R. Approval of Criteria for the Great Parents/Great Start Program Grants
- S. Approval of Criteria for Individuals with Disabilities Education Act Preschool Indicators Grant
- X. Approval of Criteria for Combined Title I Statewide System of Support and High Priority Schools Technical Assistance Grant
- Y. Approval of Criteria for Allocation of Title I School Improvement Funds to Support Regional Assistance to High Priority Schools

Resolutions

- T. Adoption of Resolution Honoring Paula Wood
- U. Adoption of Resolution Honoring Gayle Guillen
- V. Adoption of Resolution Regarding Michigan School Bus Safety Week
- W. Adoption of Resolution Honoring Lucia Campbell

**Mrs. Straus moved, seconded by Mrs. Danhof, that the State Board of Education approve the Superintendent's recommendations for the consent agenda as follows:**

- L. approve the Standards for the Preparation of Teachers of American Sign Language (FS), as attached to the Superintendent's memorandum dated May 24, 2010;**
- M. approve the Standards for the Preparation of School Counselors, as attached to the Superintendent's memorandum dated May 24, 2010;**
- N. (this item was moved to discussion);**
- O. (this item was moved to discussion);**
- P. approve the appointments of Mary H. Brown, Ronald J. Collins, Jennifer Brown, Sherry Cormier-Kuhn, Jan Van Gasse, and Jermaine D. Evans, and the re-appointment of Elaine C. Collins to the Professional Standards Commission for Teachers for a four-year term ending June 30, 2014, as discussed in the Superintendent's memorandum dated May 24, 2010;**
- Q. approve the nominees listed in Attachment B of the superintendent's memorandum of May 24, 2010, and appoint those individuals to serve as members of the Special Education Advisory Committee for the respective terms specified;**
- R. approve the criteria for the Great Parents, Great Start Program Grants, as described in the Superintendent's memorandum dated May 24, 2010;**
- S. approve the criteria for the Individuals with Disabilities Education Act Preschool Indicators Grant, as described in the Superintendent's memorandum dated May 24, 2010;**
- X. approve the criteria for the Combined Title I Statewide System of Support and High Priority Schools Technical Assistance Grant, as attached to the Superintendent's memorandum dated June 3, 2010;**
- Y. approve the criteria for allocation of Title I School Improvement funds to Support Regional Assistance to High Priority Schools, as described in the Superintendent's memorandum dated June 3, 2010;**



- T. **adopt the resolution honoring Paula C. Wood, attached to the Superintendent's memorandum dated May 24, 2010;**
- U. **adopt the resolution honoring Gayle Guillen, as attached to the Superintendent's memorandum dated June 3, 2010;**
- V. **adopt the resolution regarding Michigan School Bus Safety Week, October 18-22, 2010, as attached to the Superintendent's memorandum dated May 24, 2010; and**
- W. **adopt the resolution honoring Lucia Campbell, as attached to the Superintendent's memorandum dated June 3, 2010.**

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich**  
**Absent: Turner**

**The motion carried.**

The resolution honoring Paula Wood is attached as Exhibit C.

The resolution honoring Gayle Guillen is attached as Exhibit D.

The resolution regarding Michigan School Bus Safety Week is attached as Exhibit E.

The resolution honoring Lucia Campbell is attached as Exhibit F.

XX. PERSONAL PRIVILEGE – MR. MICHAEL P. FLANAGAN

Mr. Flanagan said a referent group of experts in American Sign Language (ASL) was convened and designed the ASL (FS) standards using the framework for the approved world language standards. He thanked the members of the referent group that were present and said the ASL Standards were approved on the consent agenda.

XXI. PRESENTATION ON COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS AND COMMON CORE STATE STANDARDS FOR MATHEMATICS

This item was removed from the consent agenda and placed under discussion. It was presented and discussed earlier in the meeting during the Committee of the Whole.

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer;  
Ms. Deborah Clemmons, Supervisor of Curriculum and Instruction; and

Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability; returned to the Board table.

Mrs. Danhof said she was unable to participate in the Committee of the Whole, and she appreciated the opportunity to discuss the item further.

Mrs. Danhof asked how alignment will be done between Michigan's past and present Common Core Standards. Ms. Clemmons said much of the alignment has been done by Department staff and posted to the website. She said ACHIEVE has just made available an excellent computer based alignment tool. Dr. Vaughn said there is close alignment.

Mrs. Danhof asked if teachers will feel assured that they are covering the material. Ms. Clemmons said there is a roll out strategy to help them understand the alignment and provide more supports, and the ACHIEVE tool will be helpful.

Mrs. Danhof asked if the Common Core State Standards are as rigorous as Michigan's current standards. Ms. Clemmons said the Common Core State Standards are value added, more comprehensive, have learning progressions, and there are many things about the standards that enhance Michigan's current standards. Ms. Clemmons said the rigor is not significantly compromised. Mr. Austin said previously there was push back by some states to take the rigor out of math and STEM and that has been overcome and the rigor remains and is consistent with Michigan's high expectations.

Mrs. Danhof said one of the criticisms has been that Michigan has too many core content expectations. Ms. Clemmons said there are fewer in mathematics; English language arts does not have fewer because it now includes anchor standards for college and career ready, and the K-12 standards and literacy skills for history/social studies, science and technical subjects. She said there are good ideas for how to organize the work across content areas to build instructional units that address multiple standards.

Mr. Stephenson said the document is good, and will lead the teacher to better cross integration across content. He said it is developmentally appropriate and not so broad that it is incomprehensible.

Mrs. Danhof asked if the work that has been done with teacher preparation institutions regarding what teachers need to be taught will be jeopardized. Dr. Vaughn said there may need to be some realignment, but it is so closely aligned that it will not be a huge shift. She said universities can also realize cost benefits, because all states will be using the Common Core State Standards.

Ms. Clemmons said roll outs are being planned with intermediate school district colleagues. She said the four large statewide roll outs will begin in October, and intermediate school districts will provide more detailed sessions.

Ms. Clemmons said that in June "Technical Subjects" were added to the Common Core State Standards, so it will need to be added to the motion for approval.

**Mrs. Straus moved, seconded by Mrs. Bauer, that the State Board of Education approve the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and *Common Core State Standards for Mathematics*, as described in the Superintendent's memorandum dated June 8, 2010, and direct the Department to proceed in collaboration with LEAs and ISDs to implement internationally benchmarked college- and career-readiness K-12 standards.**

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich  
Absent: Turner**

**The motion carried.**

**XXII. PRESENTATION ON SIGNING A MEMORANDUM OF UNDERSTANDING TO FORMALLY JOIN THE SMARTER BALANCED ASSESSMENT CONSORTIUM**

This item was removed from the consent agenda and placed under discussion. It was presented and discussed earlier in the meeting during the Committee of the Whole.

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Ms. Deborah Clemmons, Supervisor of Curriculum and Instruction; and Dr. Joseph Martineau, Director, Office of Educational Assessment and Accountability; returned to the Board table.

**Mr. Austin moved, seconded by Mrs. Bauer, that the State Board of Education endorse the signing of the SMARTER Balanced Assessment Consortium Memorandum of Understanding by the President of the State Board of Education to allow the state to jointly submit the application for federal funding, as described in the Superintendent's memorandum dated June 3, 2010.**

Mrs. Danhof asked how current Michigan assessments will be blended with the new assessments. Dr. Martineau said because there is strong overlap between Michigan content standards and common core standards, there should be reasonable alignment between existing and new assessments in English language arts and mathematics. He said current assessments will be used until the new assessments become operational in the 2014-15 school year. He said bridge studies will be of assistance in helping states transition from current assessments to consortium general assessments. He said alternate assessments still need to be addressed. Dr. Martineau said in the new assessments high school expectations will be set to predict college and career readiness. Dr. Vaughn said MEAP assessment for social studies and science would be maintained since the consortium is for English language arts and mathematics.

Mrs. Danhof said the current growth model data are over a period of three years. She asked how common data sets will be obtained. Dr. Martineau said the theory of action for the consortium is responsible flexibility based on principles. He said there will be bridging assistance in terms of scales and growth models.

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich**  
**Absent: Turner**

**The motion carried.**

XXIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Universal Education Policy Framework – Mrs. Elizabeth Bauer

Mrs. Bauer said she is proud to be a member of a group that has a universal education framework for policy making that is operationalized, and she appreciates the work of Department staff and people in the field.

B. Response to Intervention – Mrs. Elizabeth Bauer

Mrs. Bauer said she visited three schools last week and she provided written reports to the Board. She said she saw how school personnel use data to drive instruction to move students forward to reach their potential. She said she saw Response to Intervention activities where students were engaged and teachers were happy. She said it is a wonderful model.

C. Universal Education and the Digital Divide – Mrs. Nancy Danhof

Mrs. Danhof said universal education is throughout the National Association of State Boards of Education (NASBE) 21<sup>st</sup> Century Educator Study Group Report.

Mrs. Danhof said members of the NASBE Study Group noted that the digital divide needs to be addressed so that students without resources don't get left behind. She said teacher training and broadband infrastructure also need to be addressed.

Mrs. Bauer suggested that technological connectivity and licenses should be an agenda topic at the Board Retreat.

D. Alternative Schools – Mrs. Kathleen Straus

Mrs. Straus said she is concerned that the closing of schools in Detroit will include some alternative schools where students are making progress in a smaller setting.

E. NASBE Nominating Committee – Mrs. Carolyn Curtin

Mrs. Curtin said she participated via telephone in the National Association of State Boards of Education Nominating Committee meeting on June 11. She said it is common for constituents to believe that State Board of Education members have control over local issues.

XXIV. TENTATIVE AGENDA FOR NEXT MEETING

**Mrs. Bauer moved, seconded by Mrs. Danhof, that the State Board of Education cancel its July 13, 2010, meeting.**

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Ulbrich  
Absent: Turner**

**The motion carried.**

Mr. Flanagan said Board members may contact a member of the Agenda Planning Committee comprised of Mrs. Straus, Mr. Austin, and Mrs. Curtin with suggestions for agenda topics.

XXV. FUTURE MEETING DATES

- A. ~~Tuesday, July 13, 2010~~ **CANCELLED**
- B. Tuesday, August 10, 2010
- C. Tuesday, September 14, 2010
- D. Tuesday, October 12, 2010
- E. Tuesday, November 9, 2010

XXVI. ADJOURNMENT

The meeting adjourned at 3:03 p.m.

Respectfully submitted,

Carolyn Curtin  
Secretary

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

## RESOLUTION

ROBERT L. STEPHENSON  
2009-2010 MICHIGAN TEACHER OF THE YEAR

WHEREAS, Robert L. Stephenson received a Bachelor of Arts degree in Theater and a Master of Education degree in Early Childhood from Kent State University; and

WHEREAS, Rob Stephenson has been a third grade teacher for 16 years at Wardcliff Elementary School in the Okemos Public Schools; and

WHEREAS, the State Board of Education and the Michigan Department of Education honored Robert L. Stephenson as the 2009-2010 Michigan Teacher of the Year; and

WHEREAS, Mr. Stephenson has shared his passion for the teaching profession, his passion for the preservation of innovation and creativity in the classroom, and his passion for early literacy throughout his tenure as the Michigan Teacher of the Year; and

WHEREAS, Mr. Stephenson has mentored and inspired many student teachers; and

WHEREAS, Mr. Stephenson was honored as one of four finalists for the 2010 National Teacher of the Year Award; as a Presidential Awardee for Excellence in Science Teaching in 2006; and as the 2005 Michigan Elementary Science Teacher of the Year; and

WHEREAS, the State Board of Education has continually supported teachers with several quality initiatives, including the Michigan Teacher of Year program and the Milken National Educator Award; and

WHEREAS, the State Board of Education, through its Task Force on Ensuring Excellent Educators, recognizes the need for elevating the profile of the teaching profession; now therefore be it

RESOLVED, That the State Board of Education expresses its deepest appreciation and gratitude to Mr. Stephenson and the thousands of educators around the great State of Michigan for their outstanding work; and be it finally

RESOLVED, That the State Board of Education supports all efforts, training, and resources available to our state's educators so that they may continue to educate and positively influence the children of today as they become the leaders of tomorrow.



Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

## RESOLUTION

MATINGA RAGATZ  
MICHIGAN TEACHER OF THE YEAR  
2010-2011

WHEREAS, throughout Michigan and across the country, teachers open children's minds to the magic of ideas, knowledge, and dreams; and

WHEREAS, teachers keep American democracy alive by laying the foundation for good citizenship and their hard work and efforts are directly responsible for creating the leaders of tomorrow; and

WHEREAS, teachers fill many roles, as listeners, explorers, role models, motivators, and mentors; and

WHEREAS, teachers continue to influence us long after our school days are only memories; and

WHEREAS, the State Board of Education has continually supported teachers with several quality initiatives, including the Michigan Teacher of the Year program and the Milken National Educator Award; and

WHEREAS, the State Board of Education and the Michigan Department of Education have named Matinga Ragatz, Global Studies teacher at Grand Ledge High School, Grand Ledge Public Schools, with 21 years of teaching experience, as the 2010-2011 Michigan Teacher of the Year; now, therefore, be it

RESOLVED, that the State Board of Education expresses its deepest appreciation and gratitude to Matinga Ragatz and the thousands of educators around the great State of Michigan for their outstanding work; and be it finally

RESOLVED, that the State Board of Education supports all efforts, training, and resources available to our state's educators so that they may continue to educate and positively influence the children of today as they become the leaders of tomorrow.



Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction



STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

RESOLUTION

**DR. PAULA C. WOOD**

Dean of the College of Education (Retiring)  
Wayne State University

WHEREAS, Dr. Paula C. Wood has served as Dean of the College of Education at Wayne State University (WSU) in Detroit, Michigan since October, 1993, providing outstanding leadership, scholarship, and community service; and

WHEREAS, Dr. Wood's many positive contributions to the field of education and teacher preparation have been demonstrated by her selection as the chair of the Michigan Deans' Council (2004-05); appointment to the Michigan State Board of Education Ensuring Excellent Educators Task Force (2002); Chairmanship of the Merrill-Palmer Institute Advisory Group (ongoing); appointment as co-chair of the WSU Academic Achievement Task Force that produced a White Paper on "Academic Achievement of the Youth of the City of Detroit" (2003); appointment as Interim Provost of Wayne State University (April-June 2003); recipient of the WSU President's Award for Excellence in Teaching (1987); and Phi Delta Kappa Educator of the Year (1995); and

WHEREAS, Wayne State University's College of Education is approved as a teacher preparation institution by the State Board of Education and is recognized as one of the largest teacher preparation institutions in the nation; now therefore, be it

RESOLVED, That the State Board of Education expresses its deepest appreciation and gratitude to Dr. Wood for her outstanding leadership to Wayne State University's College of Education and her contributions to the teaching profession in Michigan and our nation; and be it finally

RESOLVED, That the State Board of Education extends its wish that Dean Wood enjoys a well-deserved retirement and that she continues to be an active and valued member of Michigan's educational community when she returns to her faculty position in the Teacher Education Division of the College of Education at Wayne State University.



Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

## RESOLUTION

## GAYLE (MONROE) GUILLEN

WHEREAS, Gayle Guillen began her career in the Michigan Department of Treasury as a Data Entry Operator for the Income Tax Division on January 21, 1979; and

WHEREAS, Gayle then transferred to the Michigan Department of Education in the Driver's Education Unit as a Secretary 8 on June 16, 1996; and

WHEREAS, in 1997, Gayle was assigned as the Lead Secretary to the Supervisor of Child and Adult Care Program, serving for thirteen years as the "go to" resource for staff, childcare sponsors, and childcare centers on all matters related to the Program; and

WHEREAS, Gayle has shared her many talents of quilting, bead work, and jewelry design by donating to the many fundraisers the Michigan Department of Education has sponsored; and

WHEREAS, Gayle and her sister Penny are co-owners of a small business, Two Sisters Beading; Gayle and Penny travel across the state to sell their designer jewelry at craft shows; and Gayle will now have much more time to meet with her weekly quilting group and design more jewelry; and

WHEREAS, Gayle Guillen is the new bride of Tony Guillen, being married on April 27, 2010, in Las Vegas; Gayle and Tony are avid gardeners and their lush acres are covered with self designed flower gardens; and Gayle has shared her gifts of gardening by brightening the desk of her co-workers with beautiful bouquets over the years; and

WHEREAS, Gayle is a loving and devoted grandmother to her two grandsons, Anthony, age 11, and Dreon, age 8; being a child at heart herself, Gayle enjoys biking, playing basketball and soccer with her grandsons, and her most recently acquired skill, marshmallow gun wars (a fun and sticky time was had by all); now, therefore, be it

RESOLVED, That the State Board of Education express its deepest appreciation and gratitude to Gayle Guillen for the dedication she has shown throughout her career at the Michigan Department of Education; and be it further

RESOLVED, That the State Board of Education wishes Gayle Guillen a retirement that holds satisfying and fulfilling experiences and accomplishments.



Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

RESOLUTION

Michigan School Bus Safety Week  
October 18-22, 2010

WHEREAS, the State Board of Education recognizes that the importance of protecting the safety of Michigan's school children extends beyond the classroom walls and the building; and

WHEREAS, the State Board of Education has great respect for the accomplishments of Michigan's school bus drivers, mechanics, supervisors, and all school transportation personnel in providing the safest transportation possible for children to and from school and home; and

WHEREAS, each day over 17,000 Michigan school bus drivers transport more than 850,000 students, traveling over 184 million miles annually; and

WHEREAS, coordinating the countless routes over so many miles, and supervising the dozens of students on each bus, requires an outstanding effort put forth by thousands of exemplary professionals who have devoted their careers to transporting children safely; and

WHEREAS, the State Board of Education continues to recognize and takes great pleasure in commending the men and women who accept and meet the challenge of school transportation; now, therefore, be it

RESOLVED, That the week of October 18-22, 2010, be designated as Michigan School Bus Safety Week; and be it further

RESOLVED, That this week be devoted to the recognition of everyone who contributes to the successful operation of the state's school buses; and be it finally

RESOLVED, That this special week serve as a fitting time to urge all Michigan drivers to become more aware of school bus safety regulations, and encourage all citizens to be alert and drive carefully near school buses.



Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

RESOLUTION

LUCIA CAMPBELL

WHEREAS, Lucia Campbell, a granddaughter of tavern keepers and restaurant owners in the Upper Peninsula, daughter of a State of Michigan Assistant Attorney General, a product of Lansing schools (Willow, Holy Cross, and Sexton) and Lansing Community College, received her Bachelor of Arts Degree in Hotel, Restaurant, and Institutional Management from Michigan State University; and

WHEREAS, Lucia began her career in food service with St. Lawrence Hospital, Schuler's Grate Steak Restaurant, Long's of Lansing, The Clarion Hotel Conference Center, Michigan State University Food Service, and Meijer's Lansing Area Distribution Center in the 1970's and 1980's; and

WHEREAS, in 1988, Lucia began her work as an Account Technician and then became a Departmental Analyst with the Department of Education's Food Distribution Program, supporting the distribution of United States Department of Agriculture Foods in the household and school commodity programs to children and adults across the State of Michigan; and

WHEREAS, Lucia has enjoyed and achieved tremendous job satisfaction while working with many people in the State of Michigan who were committed to feeding school children, less advantaged families, and senior citizens; and

WHEREAS, Lucia has announced her retirement from the Michigan Department of Education on July 1, 2010; now, therefore be it

RESOLVED, That the State Board of Education receive with deep regret the news of the well-deserved retirement of this honored and distinguished employee; and be it further

RESOLVED, That the State Board of Education hereby express its gratitude, respect, and appreciation to this exceptional individual; and be it finally

RESOLVED, That in addition to its respect and gratitude, the State Board of Education extends to Lucia its highest regard, and its best wishes for the future.



Adopted June 15, 2010

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Kathleen N. Straus, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

**Memorandum of Understanding**  
**SMARTER Balanced Assessment Consortium**  
**Race to the Top Fund Assessment Program: Comprehensive Assessment**  
**Systems Grant Application**  
 CFDA Number: 84.395B

This Memorandum of Understanding (“MOU”) is entered as of **June 15, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the “Consortium”) and the **STATE OF MICHIGAN**, which has elected to participate in the Consortium as

An **Advisory** State (description in section e),

**OR**

A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the “Program,” as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
  - (i)(A) Advisory State Assurance
  - OR**
  - (i)(B) Governing State Assurance
  - AND**
  - (ii) State Procurement Officer

**(a) Consortium Vision and Principles**

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

### **(b) Responsibilities of States in the Consortium**

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

**(c) Responsibilities of the Consortium**

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.



9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

**(d) Management of Consortium Funds**

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

### **(e) Governance Structure and Activities of States in the Consortium**

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
  - Changes in Governance and other official documents,
  - Specific Design elements, and
  - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

#### **Organizational Structure**

##### **Steering Committee**

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

##### **Steering Committee Responsibilities**

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

#### **Executive Committee**

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

#### **Executive Committee Responsibilities**

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

**Executive Committee Co-Chairs**

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

**Executive Committee Co-Chair Responsibilities**

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

**Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

### **Work Groups**

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

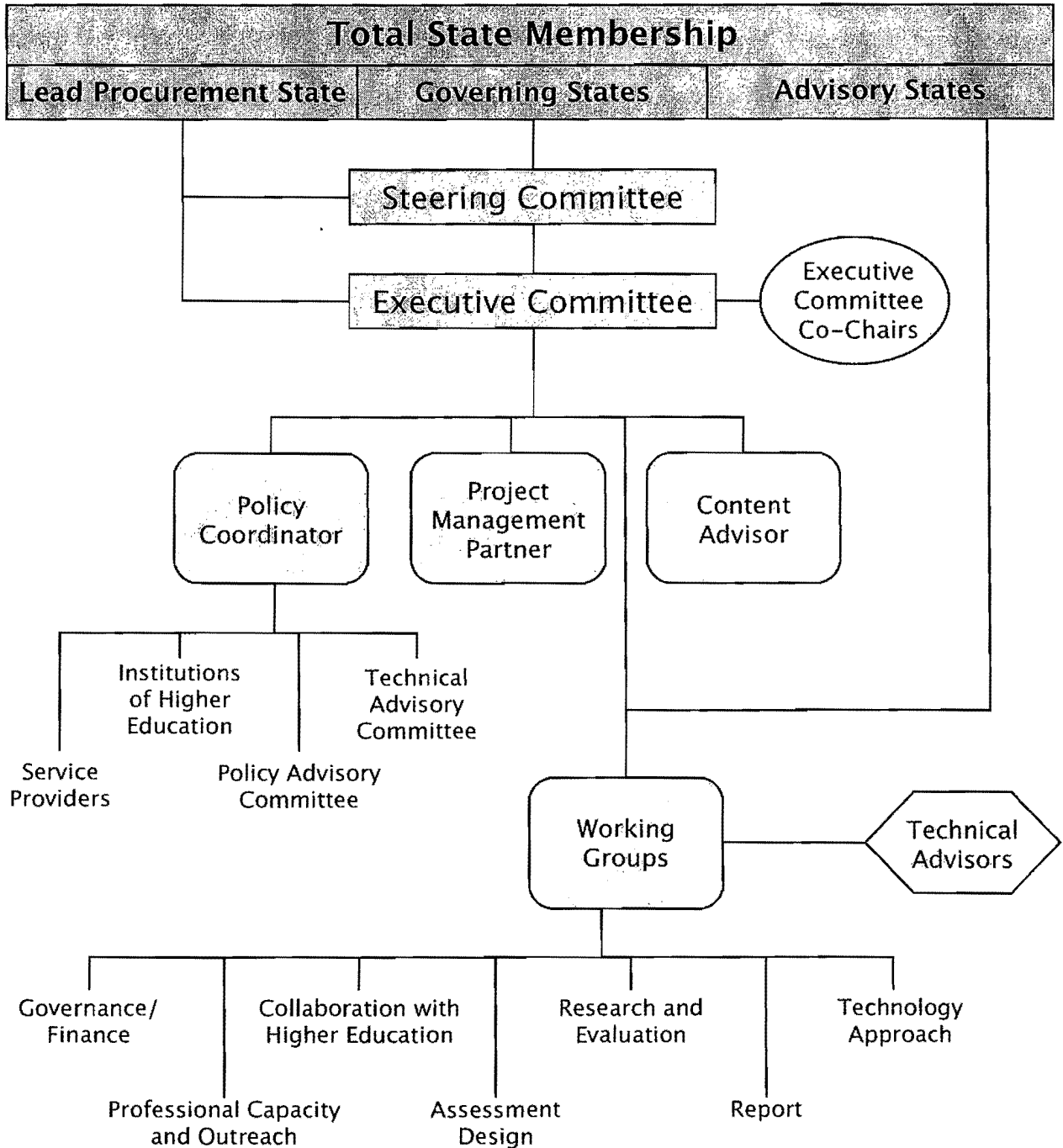
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

# SMARTER Balanced Assessment Consortium Organizational Structure



**(f) State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

**Entrance into Consortium**

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

**Exit from Consortium**

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.



**Changing Roles in the Consortium**

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

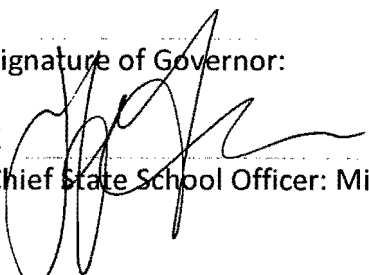
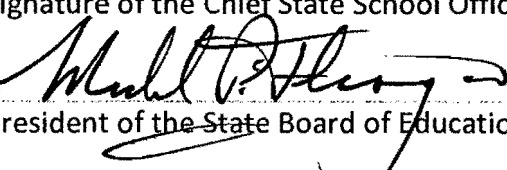

**(g) Plan for Identifying Existing State Barriers**

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
Subject to annual state appropriation of funding to implement standards or assessments	Risk	Statute	Legislature	Annually		
State may create legislation inconsistent with grant	Risk	Statute	Legislature	Annually		
Restrictions on impairment of contracts to the extent affects existing contracts and collective bargaining agreements	Risk	LEA, SEA, Statute	LEA, SEA, Legislature			
State may fail to enact legislation consistent with or required by the standards or assessments	Risk	Statute	Legislature			

[Remainder of page intentionally left blank]

**(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks**

<p><b>(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances</b></p> <p><i>(Required from all "Governing States" in the Consortium.)</i></p> <p>As a <u>Governing State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.</p> <p>I further certify that as a Governing State I am fully committed to the application and will support its implementation.</p>	
<p>State Name: STATE OF MICHIGAN</p>	
<p>Governor : Jennifer M. Granholm</p>	<p>Telephone: (517) 373- 3400</p>
<p>Signature of Governor:</p> <p>X </p>	<p>Date: 6/8/10</p>
<p>Chief State School Officer: Michael P. Flanagan</p>	<p>Telephone: (517) 241-2077</p>
<p>Signature of the Chief State School Officer:</p> <p>X </p>	<p>Date:</p>
<p>President of the State Board of Education: Kathleen N. Straus</p>	<p>Telephone: (517) 373-3900</p>
<p>Signature of the President of the State Board of Education:</p> <p>X </p>	<p>Date: 6/15/10</p>

**(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK** for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

*(Required from all States in the Consortium.)*

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

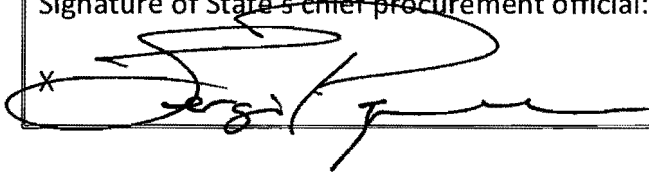
State Name: STATE OF MICHIGAN

State's Chief Procurement official: Sergio Paneque

Telephone:  
(517) 335-0782

Signature of State's chief procurement official:

Date:

X 

6/8/10

# STATE DEMOGRAPHIC REPORT

All Students

Grade 03  
Fall 2010

	READING						MATHEMATICS							
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
<b>State</b>	109935	331	2%	12%	45%	42%	87%	110058	329	0%	5%	43%	53%	95%
<b>Total All Students</b>														
<b>Gender</b>														
Male	55871	329	2%	14%	45%	39%	84%	56018	329	0%	5%	42%	54%	95%
Female	54064	334	1%	9%	45%	45%	89%	54040	328	0%	5%	44%	52%	95%
<b>Ethnicity</b>														
American Indian or Alaska Native	809	327	1%	13%	51%	34%	85%	815	324	0%	5%	53%	42%	95%
Asian	3235	341	1%	5%	38%	56%	94%	3326	344	0%	2%	21%	77%	98%
Black or African American	20512	317	4%	22%	55%	20%	75%	20469	318	0%	11%	61%	28%	89%
Native Hawaiian or Other Pacific Islander	102	330	2%	10%	50%	38%	88%	102	327	0%	5%	43%	52%	95%
White	75458	336	1%	8%	42%	49%	90%	75538	332	0%	3%	37%	60%	97%
Two or more races	2455	330	2%	11%	46%	40%	86%	2455	328	0%	4%	48%	48%	96%
Hispanic of any race	7364	322	3%	18%	54%	25%	80%	7353	323	0%	6%	55%	39%	93%
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	55825	323	3%	17%	52%	28%	80%	55906	322	0%	7%	54%	38%	93%
No	54110	340	1%	6%	38%	55%	94%	54152	335	0%	2%	31%	67%	98%
English Language Learners:														
Yes	5853	314	3%	25%	57%	14%	71%	6036	321	0%	8%	57%	35%	92%
No	104082	332	2%	11%	44%	43%	88%	104022	329	0%	4%	42%	54%	95%
Formally Limited English	251	334	1%	8%	49%	42%	91%	247	337	0%	2%	32%	66%	98%
Migrant	164	312	6%	24%	57%	12%	70%	139	319	0%	8%	62%	30%	92%
Homeless	971	322	3%	20%	49%	28%	77%	969	321	0%	9%	58%	33%	91%
<b>Accommodations</b>														
Standard -- All	2969	303	10%	44%	39%	8%	47%	5378	313	0%	15%	68%	17%	85%
Nonstandard -- All **	< 10							15						
Standard -- ELL Only	314	304	8%	39%	50%	4%	54%	972	317	0%	12%	64%	24%	88%
Nonstandard -- ELL Only **								< 10						

**Performance Level**

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.  
 \* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.  
 \*\* Results for these students are invalid and not reported.

# STATE DEMOGRAPHIC REPORT

## Students with Disabilities

Grade 03  
Fall 2010

	READING					MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*		
<b>State</b>	11612	313	6%	32%	44%	18%	62%	0%	11%	59%	30%	89%
Total Students with Disabilities												
<b>Gender</b>												
Male	7836	313	6%	31%	43%	19%	62%	0%	10%	57%	33%	90%
Female	3776	312	6%	32%	45%	17%	62%	0%	13%	63%	23%	87%
<b>Ethnicity</b>												
American Indian or Alaska Native	117	309	4%	32%	53%	11%	64%	0%	7%	74%	19%	93%
Asian	175	322	3%	21%	47%	29%	77%	0%	7%	41%	52%	93%
Black or African American	2001	303	9%	44%	40%	8%	47%	0%	20%	67%	13%	80%
Native Hawaiian or Other Pacific Islander	< 10											
White	8244	315	5%	28%	44%	22%	66%	0%	9%	57%	35%	91%
Two or more races	302	310	7%	35%	42%	16%	58%	0%	11%	67%	22%	89%
Hispanic of any race	765	306	7%	39%	45%	8%	54%	0%	15%	64%	20%	85%
<b>Additional Reporting Groups</b>												
Economically Disadvantaged:												
Yes	6991	307	8%	38%	43%	11%	55%	0%	14%	65%	21%	86%
No	4621	321	4%	23%	44%	29%	73%	0%	7%	50%	43%	93%
English Language Learners:												
Yes	499	300	8%	48%	40%	4%	44%	0%	15%	67%	18%	85%
No	11113	313	6%	31%	44%	19%	63%	0%	11%	59%	30%	89%
Formally Limited English	10	310	10%	40%	30%	20%	50%	0%	10%	60%	30%	90%
Migrant	< 10											
Homeless	147	307	10%	40%	35%	15%	50%	0%	21%	60%	19%	79%
<b>Accommodations</b>												
Standard -- All	2494	302	10%	46%	37%	7%	44%	0%	15%	69%	15%	85%
Nonstandard -- All **	< 10											
Standard -- ELL Only	65	296	8%	63%	28%	2%	29%	0%	14%	73%	13%	86%
Nonstandard -- ELL Only **	< 10											

**Performance Level**

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.  
 \* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.  
 \*\* Results for these students are invalid and not reported.

**STATE DEMOGRAPHIC REPORT**  
 All Except Students with Disabilities

Grade 03  
 Fall 2010

State	READING					MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*				
Total All Except Students with Disabilities	98323	334	1%	9%	45%	44%	90%	90%	0%	4%	41%	55%	96%	
<b>Gender</b>														
Male	48035	332	1%	11%	46%	42%	88%	88%	0%	4%	39%	57%	96%	
Female	50288	335	1%	8%	45%	47%	91%	91%	0%	4%	42%	54%	96%	
<b>Ethnicity</b>														
American Indian or Alaska Native	692	330	1%	10%	50%	38%	89%	89%	0%	4%	50%	46%	96%	
Asian	3060	342	1%	5%	37%	58%	95%	95%	0%	2%	20%	79%	98%	
Black or African American	18511	319	3%	19%	56%	22%	78%	18455	319	0%	10%	60%	30%	90%
Native Hawaiian or Other Pacific Islander	94	331	2%	7%	52%	38%	90%	94	328	0%	4%	41%	54%	96%
White	67214	338	1%	6%	42%	52%	93%	67141	333	0%	2%	35%	63%	98%
Two or more races	2153	333	1%	8%	47%	43%	90%	2150	329	0%	3%	45%	52%	97%
Hispanic of any race	6599	324	2%	15%	55%	27%	83%	6572	323	0%	5%	54%	41%	95%
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	48834	325	2%	14%	53%	31%	84%	48781	323	0%	6%	53%	41%	94%
No	49489	342	0%	4%	38%	58%	95%	49475	336	0%	1%	29%	69%	99%
English Language Learners:														
Yes	5354	315	3%	23%	59%	15%	74%	5529	322	0%	7%	56%	36%	93%
No	92969	335	1%	8%	44%	46%	91%	92727	330	0%	4%	40%	56%	96%
Formally Limited English	241	334	1%	6%	50%	43%	93%	237	338	0%	1%	31%	68%	99%
Migrant	156	313	4%	24%	59%	13%	72%	132	319	0%	6%	62%	32%	94%
Homeless	824	324	2%	16%	52%	30%	82%	820	322	0%	7%	58%	35%	93%
<b>Accommodations</b>														
Standard -- All	475	308	8%	33%	49%	10%	59%	1067	317	0%	12%	62%	26%	88%
Nonstandard -- All **														
Standard -- ELL Only	249	306	8%	32%	56%	4%	60%	762	318	0%	11%	62%	27%	89%
Nonstandard -- ELL Only **														

**Performance Level**

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
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- 4 - Not Proficient

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# STATE DEMOGRAPHIC REPORT

All Students

Grade 04  
 Fall 2010

	READING						WRITING						MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*			
<b>State</b>	112549	430	2%	14%	53%	31%	84%	112452	398	5%	48%	36%	11%	47%	112919	429	0%	8%	49%	43%	91%
<b>Total All Students</b>																					
<b>Gender</b>																					
Male	57355	427	3%	16%	53%	28%	81%	57302	393	7%	54%	32%	8%	39%	57655	430	0%	9%	47%	44%	91%
Female	55194	433	1%	12%	52%	35%	87%	55150	403	3%	41%	40%	16%	56%	55264	428	0%	8%	51%	41%	92%
<b>Ethnicity</b>																					
American Indian or Alaska Native	886	423	4%	19%	57%	21%	77%	883	390	8%	58%	29%	4%	34%	889	422	0%	11%	60%	29%	89%
Asian	3207	442	1%	7%	43%	49%	92%	3208	413	2%	27%	42%	28%	71%	3284	447	0%	3%	26%	71%	97%
Black or African American	21076	415	4%	26%	55%	14%	69%	21061	387	10%	62%	24%	4%	28%	21094	416	0%	19%	62%	19%	81%
Native Hawaiian or Other Pacific Islander	95	439	0%	9%	49%	41%	91%	95	402	5%	41%	42%	12%	54%	96	432	0%	3%	45%	52%	97%
White	77822	435	1%	10%	52%	36%	88%	77798	401	3%	44%	39%	13%	53%	78085	432	0%	6%	45%	49%	94%
Two or more races	2357	429	2%	14%	55%	29%	84%	2354	398	4%	50%	34%	11%	45%	2360	428	0%	9%	51%	40%	91%
Hispanic of any race	7106	421	3%	19%	59%	19%	78%	7053	392	7%	57%	30%	6%	36%	7111	422	0%	11%	61%	28%	89%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	56244	421	3%	21%	57%	19%	76%	56168	390	8%	59%	28%	5%	33%	56502	421	0%	13%	59%	28%	87%
No	56305	440	1%	7%	49%	43%	92%	56284	406	2%	37%	43%	18%	61%	56417	436	0%	4%	39%	57%	96%
English Language Learners:																					
Yes	5040	411	4%	29%	59%	8%	66%	5006	386	10%	64%	23%	3%	26%	5211	418	0%	15%	63%	22%	85%
No	107509	431	2%	13%	53%	32%	85%	107446	399	5%	47%	36%	12%	48%	107708	429	0%	8%	48%	44%	92%
Formally Limited English	611	438	0%	5%	57%	38%	95%	611	410	0%	32%	48%	20%	68%	610	441	0%	3%	32%	65%	97%
Migrant	166	414	6%	25%	58%	10%	69%	145	383	18%	52%	27%	3%	30%	134	422	0%	8%	64%	28%	92%
Homeless	827	419	5%	22%	57%	16%	73%	821	388	9%	63%	23%	5%	28%	823	420	0%	16%	57%	27%	84%
<b>Accommodations</b>																					
Standard -- All	3644	399	11%	47%	37%	5%	42%	3834	372	24%	68%	7%	1%	8%	6757	410	0%	29%	60%	11%	71%
Nonstandard -- All**	< 10							11							15						
Standard -- ELL Only	286	403	7%	42%	46%	5%	51%	259	374	20%	69%	10%	1%	10%	792	414	0%	23%	60%	17%	77%
Nonstandard -- ELL Only**	< 10							< 10													

**Performance Level**

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- 1 - Advanced
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**STATE DEMOGRAPHIC REPORT**  
 Students with Disabilities

Grade 04  
 Fall 2010

State	READING						WRITING						MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*		
Total Students with Disabilities	12840	408	9%	37%	43%	11%	54%	12832	378	19%	64%	14%	3%	17%	13132	416	0%	22%	57%	20%	77%
<b>Gender</b>																					
Male	8518	407	9%	37%	43%	11%	54%	8507	376	21%	64%	13%	2%	15%	8764	417	0%	21%	57%	22%	79%
Female	4322	408	8%	37%	44%	11%	55%	4325	381	15%	65%	16%	4%	20%	4368	413	0%	26%	58%	17%	74%
<b>Ethnicity</b>																					
American Indian or Alaska Native	148	399	14%	43%	39%	5%	44%	148	370	26%	68%	5%	1%	6%	152	410	0%	26%	65%	9%	74%
Asian	163	418	6%	24%	52%	18%	71%	163	390	10%	58%	23%	9%	32%	165	426	0%	8%	54%	38%	92%
Black or African American	2321	396	13%	50%	33%	3%	36%	2319	368	32%	61%	6%	1%	7%	2375	407	0%	35%	57%	7%	64%
Native Hawaiian or Other Pacific Islander	10	422	0%	40%	30%	30%	60%	10	375	30%	50%	20%	0%	20%	11	418	0%	9%	64%	27%	91%
White	9063	411	7%	33%	47%	13%	60%	9060	381	16%	65%	16%	3%	20%	9264	418	0%	19%	57%	24%	81%
Two or more races	315	406	8%	39%	43%	10%	52%	315	377	17%	71%	10%	2%	12%	319	415	0%	21%	61%	17%	78%
Hispanic of any race	820	401	11%	45%	38%	6%	44%	817	374	23%	67%	8%	2%	10%	846	411	0%	28%	59%	12%	72%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	7607	401	11%	44%	40%	6%	46%	7602	373	24%	66%	8%	1%	10%	7821	412	0%	27%	60%	13%	73%
No	5233	416	5%	28%	49%	18%	67%	5230	386	12%	61%	22%	5%	27%	5311	422	0%	15%	54%	31%	84%
English Language Learners:																					
Yes	535	396	13%	49%	36%	2%	38%	534	371	27%	67%	5%	1%	6%	552	410	0%	32%	58%	10%	68%
No	12305	408	8%	37%	44%	11%	55%	12298	378	19%	64%	14%	3%	17%	12580	416	0%	22%	57%	21%	78%
Formally Limited English	23	425	0%	22%	65%	13%	78%	23	396	0%	52%	35%	13%	48%	23	429	0%	4%	57%	39%	96%
Migrant	15	384	33%	60%	7%	0%	7%	12	358	50%	50%	0%	0%	0%	13	407	0%	31%	62%	8%	69%
Homeless	132	399	15%	41%	41%	3%	44%	132	372	20%	76%	4%	0%	4%	137	409	0%	33%	59%	8%	67%
<b>Accommodations</b>																					
Standard -- All	3199	398	12%	48%	36%	4%	40%	3363	371	25%	69%	6%	1%	7%	5827	409	0%	30%	60%	9%	70%
Nonstandard -- All**	< 10							< 10							13						
Standard -- ELL Only	58	391	17%	55%	28%	0%	28%	57	362	39%	61%	0%	0%	0%	210	407	0%	35%	60%	5%	65%
Nonstandard -- ELL Only**	< 10							< 10													

**Performance Level**

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**STATE DEMOGRAPHIC REPORT**  
 All Except Students with Disabilities

Grade 04  
 Fall 2010

	READING						WRITING						MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*			
<b>State</b>	99709	433	1%	11%	54%	34%	88%	99620	401	3%	46%	39%	13%	51%	99787	430	0%	7%	48%	46%	93%
<b>Total All Except Students with Disabilities</b>																					
<b>Gender</b>																					
Male	48837	431	2%	12%	55%	31%	86%	48795	396	4%	52%	35%	9%	43%	48891	432	0%	6%	45%	48%	94%
Female	50872	435	1%	9%	53%	37%	90%	50825	405	2%	39%	42%	17%	59%	50896	429	0%	7%	50%	43%	93%
<b>Ethnicity</b>																					
American Indian or Alaska Native	738	427	2%	14%	60%	24%	84%	735	394	5%	56%	34%	5%	39%	737	424	0%	8%	59%	33%	92%
Asian	3044	444	1%	6%	43%	50%	93%	3045	415	2%	25%	43%	29%	73%	3119	448	0%	3%	24%	73%	97%
Black or African American	18755	417	3%	23%	58%	15%	73%	18742	389	7%	62%	26%	5%	31%	18719	417	0%	17%	62%	21%	83%
Native Hawaiian or Other Pacific Islander	85	441	0%	6%	52%	42%	94%	85	405	2%	40%	45%	13%	58%	85	434	0%	2%	42%	55%	98%
White	68759	438	1%	7%	53%	39%	92%	68738	404	2%	41%	42%	15%	57%	68821	434	0%	4%	43%	53%	96%
Two or more races	2042	433	1%	10%	57%	32%	88%	2039	401	2%	47%	38%	13%	51%	2041	430	0%	7%	49%	44%	93%
Hispanic of any race	6286	424	2%	16%	62%	21%	82%	6236	394	5%	56%	33%	7%	40%	6265	423	0%	9%	61%	30%	91%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	48637	424	2%	17%	60%	21%	81%	48566	393	5%	58%	31%	6%	37%	48681	423	0%	11%	59%	31%	89%
No	51072	442	0%	5%	49%	46%	95%	51054	408	1%	34%	46%	19%	65%	51106	438	0%	3%	37%	60%	97%
English Language Learners:																					
Yes	4505	413	3%	27%	61%	9%	70%	4472	388	8%	64%	25%	3%	28%	4659	419	0%	13%	63%	23%	86%
No	95204	434	1%	10%	54%	35%	89%	95148	401	3%	45%	39%	13%	52%	95128	431	0%	6%	47%	47%	94%
Formally Limited English	588	438	0%	5%	56%	39%	95%	588	410	0%	31%	48%	20%	69%	587	441	0%	3%	31%	66%	97%
Migrant	151	417	3%	22%	64%	11%	75%	133	385	15%	53%	29%	3%	32%	121	423	0%	6%	64%	30%	94%
Homeless	695	422	3%	19%	60%	19%	79%	689	391	6%	61%	27%	6%	33%	686	422	0%	13%	57%	30%	87%
<b>Accommodations</b>																					
Standard -- All	445	407	7%	38%	46%	9%	56%	471	380	15%	67%	14%	3%	18%	930	416	0%	21%	58%	21%	79%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	228	406	5%	38%	50%	7%	57%	202	378	15%	72%	12%	1%	13%	582	417	0%	19%	60%	21%	81%
Nonstandard -- ELL Only **																					

**Performance Level**

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# STATE DEMOGRAPHIC REPORT

All Students

Grade 05  
 Fall 2010

	READING					MATHEMATICS					SCIENCE										
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Levels 1 & 2*						
<b>State</b>	113922	531	5%	9%	41%	44%	85%	114234	526	3%	18%	35%	45%	80%	114368	524	5%	17%	40%	38%	78%
<b>Total All Students</b>																					
<b>Gender</b>																					
Male	57569	529	7%	11%	41%	42%	83%	57816	527	3%	18%	33%	46%	80%	57881	525	5%	17%	38%	40%	78%
Female	56353	533	4%	8%	40%	47%	88%	56418	524	2%	17%	37%	43%	80%	56487	523	4%	17%	42%	37%	79%
<b>Ethnicity</b>																					
American Indian or Alaska Native	906	525	7%	10%	50%	33%	83%	909	517	3%	23%	42%	32%	74%	908	518	6%	20%	45%	30%	75%
Asian	3144	544	3%	5%	29%	63%	92%	3239	555	1%	7%	17%	75%	92%	3236	536	3%	9%	33%	54%	87%
Black or African American	21435	517	11%	17%	46%	26%	72%	21440	510	6%	33%	39%	22%	61%	21450	504	12%	35%	39%	13%	53%
Native Hawaiian or Other Pacific Islander	122	538	2%	7%	37%	55%	92%	123	538	0%	11%	28%	61%	89%	123	533	4%	8%	37%	51%	88%
White	78957	535	4%	7%	39%	50%	89%	79153	530	2%	13%	34%	51%	85%	79269	530	3%	12%	39%	46%	85%
Two or more races	2355	530	5%	10%	43%	42%	85%	2354	524	2%	20%	36%	41%	78%	2361	522	4%	19%	42%	35%	77%
Hispanic of any race	7003	522	8%	14%	48%	30%	79%	7016	517	3%	23%	43%	31%	73%	7021	513	7%	26%	46%	22%	68%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	55644	521	9%	14%	47%	30%	77%	55884	515	4%	26%	41%	30%	70%	55957	513	8%	26%	43%	24%	67%
No	58278	540	2%	5%	34%	58%	92%	58350	536	1%	10%	30%	59%	89%	58411	535	2%	9%	36%	53%	89%
English Language Learners:																					
Yes	4236	509	15%	22%	51%	13%	63%	4406	512	5%	31%	42%	22%	65%	4403	500	13%	38%	41%	8%	49%
No	109686	532	5%	9%	40%	46%	86%	109828	527	2%	17%	35%	46%	81%	109965	525	5%	16%	40%	40%	79%
Formally Limited English	780	533	1%	4%	54%	41%	95%	776	538	1%	7%	28%	63%	92%	778	526	1%	11%	53%	35%	88%
Migrant	167	512	10%	22%	52%	16%	68%	146	516	3%	20%	49%	28%	77%	145	503	8%	35%	50%	8%	57%
Homeless	798	518	12%	16%	47%	26%	73%	799	513	5%	28%	40%	27%	67%	797	512	9%	24%	44%	22%	67%
<b>Accommodations</b>																					
Standard -- All	4027	500	27%	28%	36%	9%	45%	7469	499	12%	47%	31%	10%	41%	7522	501	15%	37%	38%	10%	48%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	187	497	27%	31%	36%	6%	42%	649	505	11%	40%	32%	17%	49%	653	495	19%	41%	34%	6%	40%
Nonstandard -- ELL Only **								< 10													

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**STATE DEMOGRAPHIC REPORT**  
 Students with Disabilities

Grade 05  
 Fall 2010

	READING						MATHEMATICS						SCIENCE						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
<b>State</b>	13159	506	22%	25%	38%	15%	13357	505	9%	41%	33%	18%	13489	506	13%	33%	38%	16%	54%
<b>Total Students with Disabilities</b>																			
<b>Gender</b>																			
Male	8551	506	23%	24%	37%	16%	8729	508	8%	38%	34%	20%	8792	508	13%	30%	39%	18%	57%
Female	4608	505	22%	25%	40%	13%	4628	501	11%	46%	31%	13%	4697	502	14%	37%	38%	11%	49%
<b>Ethnicity</b>																			
American Indian or Alaska Native	139	501	28%	27%	36%	9%	144	499	11%	47%	33%	8%	145	498	20%	36%	37%	8%	44%
Asian	175	516	14%	26%	34%	26%	181	521	7%	25%	33%	35%	179	510	12%	28%	40%	20%	60%
Black or African American	2519	495	34%	30%	30%	6%	2546	495	16%	51%	26%	7%	2551	490	25%	46%	25%	4%	29%
Native Hawaiian or Other Pacific Islander	< 10						< 10						< 10						
White	9236	509	19%	23%	41%	18%	9382	508	7%	37%	35%	21%	9500	510	10%	28%	42%	20%	62%
Two or more races	273	505	21%	22%	43%	14%	275	504	6%	45%	32%	17%	281	505	11%	34%	42%	12%	54%
Hispanic of any race	811	498	32%	27%	32%	8%	823	499	13%	45%	30%	11%	827	497	17%	43%	33%	7%	40%
<b>Additional Reporting Groups</b>																			
Economically Disadvantaged:																			
Yes	7922	500	27%	27%	36%	9%	8090	500	11%	47%	31%	11%	8165	500	16%	38%	36%	10%	46%
No	5237	514	15%	20%	41%	24%	5267	514	6%	31%	36%	28%	5324	514	9%	25%	42%	25%	67%
English Language Learners:																			
Yes	521	491	38%	30%	29%	2%	532	498	11%	49%	31%	8%	532	493	19%	49%	30%	3%	33%
No	12638	506	22%	24%	38%	16%	12825	506	9%	40%	33%	18%	12957	506	13%	32%	39%	16%	55%
Formally Limited English	30	514	17%	13%	50%	20%	29	512	10%	21%	52%	17%	30	512	10%	23%	53%	13%	67%
Migrant	10	480	60%	40%	0%	0%	10	489	10%	80%	10%	0%	< 10						
Homeless	138	495	36%	31%	24%	9%	144	496	16%	50%	26%	8%	144	499	17%	40%	35%	8%	43%
<b>Accommodations</b>																			
Standard -- All	3657	499	27%	29%	35%	8%	6680	498	12%	49%	31%	9%	6748	501	15%	37%	39%	10%	48%
Nonstandard -- All **	< 10						< 10						< 10						
Standard -- ELL Only	55	489	40%	33%	27%	0%	211	496	12%	54%	28%	7%	213	494	16%	48%	31%	4%	35%
Nonstandard -- ELL Only **																			

**Performance Level**  
 1 & 2 - Advanced and Proficient  
 1 - Advanced  
 2 - Proficient  
 3 - Partially Proficient  
 4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.  
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**STATE DEMOGRAPHIC REPORT**  
 All Except Students with Disabilities

Grade 05  
 Fall 2010

	READING					MATHEMATICS					SCIENCE										
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*						
<b>State</b>	100763	534	3%	7%	41%	48%	89%	100877	529	2%	15%	36%	48%	84%	100879	527	4%	15%	40%	41%	81%
<b>Total All Except Students with Disabilities</b>																					
<b>Gender</b>																					
Male	49018	532	4%	8%	42%	46%	88%	49087	531	2%	14%	33%	51%	84%	49089	528	4%	15%	37%	44%	81%
Female	51745	536	3%	7%	41%	50%	91%	51790	526	2%	15%	38%	45%	83%	51790	525	3%	15%	42%	39%	81%
<b>Ethnicity</b>																					
American Indian or Alaska Native	767	529	3%	7%	53%	37%	90%	765	520	2%	18%	43%	37%	80%	763	522	3%	17%	46%	34%	80%
Asian	2969	545	2%	4%	29%	65%	94%	3058	557	1%	6%	16%	77%	94%	3057	538	3%	8%	33%	56%	89%
Black or African American	18916	520	8%	15%	48%	28%	76%	18894	512	5%	30%	41%	24%	65%	18899	506	11%	33%	41%	15%	56%
Native Hawaiian or Other Pacific Islander	116	540	2%	3%	38%	57%	95%	117	539	0%	11%	26%	63%	89%	117	534	4%	6%	37%	53%	90%
White	69721	538	2%	5%	39%	54%	93%	69771	533	1%	10%	34%	55%	89%	69769	533	2%	10%	39%	50%	89%
Two or more races	2082	533	3%	8%	43%	46%	89%	2079	527	2%	17%	37%	45%	81%	2080	525	3%	16%	42%	38%	80%
Hispanic of any race	6192	525	5%	12%	50%	33%	83%	6193	519	2%	20%	45%	33%	78%	6194	515	5%	23%	48%	24%	72%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	47722	525	6%	12%	49%	34%	83%	47794	518	3%	22%	42%	33%	75%	47792	515	6%	23%	44%	26%	70%
No	53041	543	1%	4%	34%	61%	95%	53083	538	1%	8%	30%	62%	92%	53087	537	1%	7%	36%	55%	91%
English Language Learners:																					
Yes	3715	511	11%	21%	54%	14%	68%	3874	513	4%	28%	44%	24%	68%	3871	501	12%	37%	42%	9%	51%
No	97048	535	3%	7%	41%	49%	90%	97003	529	2%	14%	35%	49%	84%	97008	528	3%	14%	40%	43%	82%
Formally Limited English	750	534	1%	3%	54%	42%	96%	747	539	1%	7%	27%	65%	93%	748	527	1%	10%	53%	36%	89%
Migrant	157	514	7%	21%	55%	17%	72%	136	518	2%	15%	52%	30%	82%	136	504	8%	32%	52%	8%	60%
Homeless	660	523	7%	12%	52%	30%	81%	655	517	3%	23%	43%	31%	75%	653	515	7%	21%	46%	25%	72%
<b>Accommodations</b>																					
Standard -- All	370	507	22%	18%	43%	17%	59%	789	507	10%	38%	32%	20%	52%	774	499	17%	36%	36%	10%	47%
Nonstandard -- All **								< 10													
Standard -- ELL Only	132	500	21%	30%	39%	9%	48%	438	509	11%	33%	34%	22%	56%	440	496	20%	38%	35%	7%	42%
Nonstandard -- ELL Only **								< 10													

**Performance Level**

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

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# STATE DEMOGRAPHIC REPORT

All Students

Grade 06  
 Fall 2010

	READING					MATHEMATICS					SOCIAL STUDIES											
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*							
<b>State</b>	113971	628	5%	11%	47%	37%	84%	114137	623	1%	14%	38%	46%	84%	114479	612	8%	17%	38%	38%	75%	
<b>Gender</b>																						
Male	57956	625	6%	13%	47%	34%	81%	58088	623	2%	16%	37%	46%	83%	58286	613	9%	17%	35%	39%	74%	
Female	56015	630	3%	10%	47%	40%	87%	56049	623	1%	13%	39%	47%	86%	56193	612	7%	16%	40%	36%	77%	
<b>Ethnicity</b>																						
American Indian or Alaska Native	961	622	6%	14%	50%	30%	80%	961	617	1%	19%	45%	36%	81%	965	609	9%	21%	41%	29%	70%	
Asian	2918	638	3%	6%	39%	53%	91%	2977	646	0%	5%	19%	76%	95%	2975	620	5%	10%	31%	54%	86%	
Black or African American	21514	612	10%	22%	51%	17%	68%	21469	610	3%	28%	46%	23%	69%	21520	601	18%	30%	37%	15%	52%	
Native Hawaiian or Other Pacific Islander	103	636	2%	9%	40%	50%	89%	102	630	0%	12%	24%	65%	88%	104	618	6%	9%	34%	52%	86%	
White	79610	632	3%	8%	45%	44%	89%	79751	626	1%	10%	36%	53%	89%	80009	616	5%	13%	37%	45%	82%	
Two or more races	2260	626	5%	12%	48%	35%	83%	2259	621	1%	16%	41%	42%	83%	2270	611	8%	19%	39%	34%	73%	
Hispanic of any race	6605	618	8%	17%	52%	23%	75%	6618	615	2%	19%	46%	33%	79%	6636	607	11%	22%	44%	24%	67%	
<b>Additional Reporting Groups</b>																						
Economically Disadvantaged:																						
Yes	55039	618	7%	17%	52%	24%	76%	55153	614	2%	22%	45%	31%	77%	55426	606	13%	24%	40%	23%	63%	
No	58932	637	2%	6%	42%	50%	92%	58984	631	1%	7%	32%	60%	92%	59053	619	4%	10%	35%	52%	87%	
English Language Learners:																						
Yes	3286	601	17%	32%	45%	6%	51%	3439	610	3%	29%	46%	21%	68%	3435	598	23%	33%	35%	9%	44%	
No	110685	628	4%	11%	47%	38%	85%	110698	623	1%	14%	38%	47%	85%	111044	613	8%	16%	38%	39%	76%	
Formally Limited English	800	627	1%	8%	61%	30%	91%	797	631	1%	5%	31%	63%	94%	796	614	3%	12%	45%	40%	85%	
Migrant	123	612	12%	19%	52%	17%	69%	107	616	3%	17%	48%	33%	80%	104	604	13%	28%	38%	22%	60%	
Homeless	802	616	10%	18%	51%	21%	72%	796	613	2%	25%	47%	26%	74%	811	605	14%	26%	38%	21%	60%	
<b>Accommodations</b>																						
Standard -- All	3204	598	22%	35%	36%	7%	43%	7252	601	6%	46%	38%	9%	48%	7344	596	26%	35%	31%	8%	39%	
Nonstandard -- All**	20														21							
Standard -- ELL Only	146	590	34%	37%	28%	1%	29%	405	605	6%	44%	34%	15%	49%	437	590	40%	37%	19%	5%	23%	
Nonstandard -- ELL Only**																						

**Performance Level**

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**STATE DEMOGRAPHIC REPORT**  
 Students with Disabilities

Grade 06  
 Fall 2010

State	READING						MATHEMATICS						SOCIAL STUDIES								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12723	602	20%	32%	39%	9%	49%	12833	604	5%	41%	40%	15%	54%	13205	599	23%	32%	32%	13%	45%
<b>Gender</b>																					
Male	8260	601	21%	31%	39%	10%	48%	8382	605	5%	39%	39%	16%	55%	8593	600	23%	30%	33%	14%	47%
Female	4463	602	18%	32%	40%	9%	49%	4451	603	5%	43%	40%	12%	52%	4612	597	23%	35%	32%	10%	42%
<b>Ethnicity</b>																					
American Indian or Alaska Native	135	599	23%	33%	37%	7%	44%	136	602	2%	46%	41%	11%	52%	142	595	24%	41%	30%	5%	35%
Asian	129	611	14%	25%	40%	22%	61%	132	621	5%	20%	30%	44%	74%	132	604	17%	22%	38%	23%	61%
Black or African American	2626	592	29%	39%	28%	3%	31%	2635	597	8%	54%	32%	6%	38%	2707	592	38%	36%	21%	4%	26%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	8750	605	16%	29%	43%	12%	55%	8841	607	4%	36%	42%	17%	59%	9101	601	19%	30%	36%	16%	52%
Two or more races	303	599	20%	35%	37%	7%	44%	301	603	5%	43%	40%	12%	52%	314	597	23%	39%	28%	10%	38%
Hispanic of any race	774	595	27%	35%	33%	5%	38%	782	600	6%	47%	39%	7%	47%	801	595	26%	37%	31%	6%	37%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	7885	597	24%	35%	36%	6%	41%	7952	601	6%	47%	38%	9%	47%	8241	596	28%	35%	29%	8%	37%
No	4838	609	14%	26%	45%	15%	60%	4881	610	4%	31%	42%	23%	65%	4964	604	16%	26%	37%	21%	58%
English Language Learners:																					
Yes	478	587	36%	43%	20%	1%	21%	487	600	6%	49%	38%	7%	45%	494	591	35%	40%	22%	3%	25%
No	12245	602	19%	31%	40%	10%	50%	12346	604	5%	40%	40%	15%	54%	12711	599	23%	31%	33%	13%	46%
Formally Limited English	32	607	9%	31%	47%	13%	59%	33	614	6%	21%	42%	30%	73%	33	607	6%	30%	48%	15%	64%
Migrant	12	595	17%	50%	33%	0%	33%	11	600	9%	27%	64%	0%	64%	11	594	18%	45%	36%	0%	36%
Homeless	163	598	25%	36%	33%	7%	40%	160	602	6%	49%	37%	9%	46%	175	595	27%	40%	23%	10%	33%
<b>Accommodations</b>																					
Standard -- All	2918	598	22%	36%	36%	6%	42%	6628	601	6%	47%	39%	9%	47%	6705	596	26%	35%	32%	8%	40%
Nonstandard -- All **	12														14						
Standard -- ELL Only	40	583	53%	38%	10%	0%	10%	104	598	10%	47%	39%	4%	43%	97	590	37%	38%	22%	3%	25%
Nonstandard -- ELL Only **																					

**Performance Level**

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**STATE DEMOGRAPHIC REPORT**  
 All Except Students with Disabilities

Grade 06  
 Fall 2010

	READING					MATHEMATICS					SOCIAL STUDIES										
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Levels 1 & 2*						
<b>State</b>	101248	631	3%	9%	48%	41%	88%	101304	625	1%	11%	38%	50%	88%	101274	614	6%	15%	38%	41%	79%
<b>Total All Except Students with Disabilities</b>																					
<b>Gender</b>																					
Male	49696	629	3%	10%	48%	39%	87%	49706	626	1%	12%	37%	51%	88%	49693	615	7%	15%	35%	44%	79%
Female	51552	633	2%	8%	47%	43%	90%	51598	625	1%	10%	39%	50%	89%	51581	613	6%	15%	41%	39%	80%
<b>Ethnicity</b>																					
American Indian or Alaska Native	826	626	3%	11%	52%	34%	86%	825	619	0%	14%	45%	40%	86%	823	611	7%	17%	43%	33%	76%
Asian	2789	639	2%	5%	39%	54%	93%	2845	648	0%	4%	19%	77%	96%	2843	621	4%	9%	31%	56%	87%
Black or African American	18888	615	7%	20%	55%	19%	73%	18834	612	2%	25%	48%	25%	73%	18813	602	16%	29%	39%	16%	55%
Native Hawaiian or Other Pacific Islander	97	638	2%	6%	40%	52%	92%	96	631	0%	8%	24%	68%	92%	96	620	3%	7%	34%	55%	90%
White	70860	636	1%	6%	45%	48%	93%	70910	629	0%	7%	35%	57%	93%	70908	618	3%	11%	37%	48%	86%
Two or more races	1957	630	3%	8%	49%	40%	89%	1958	624	0%	12%	41%	46%	88%	1956	613	5%	16%	41%	38%	79%
Hispanic of any race	5831	621	5%	15%	55%	26%	80%	5836	617	1%	16%	47%	36%	83%	5835	608	9%	20%	46%	26%	72%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	47154	622	5%	14%	55%	26%	81%	47201	617	1%	17%	47%	35%	81%	47185	607	10%	22%	42%	25%	68%
No	54094	639	1%	4%	41%	53%	95%	54103	633	0%	5%	31%	64%	94%	54089	620	2%	8%	34%	55%	89%
English Language Learners:																					
Yes	2808	604	13%	30%	49%	7%	56%	2952	612	2%	26%	48%	24%	72%	2941	599	21%	32%	38%	10%	48%
No	98440	632	2%	8%	48%	42%	89%	98352	626	1%	10%	38%	51%	89%	98333	615	6%	14%	38%	42%	80%
Formally Limited English	768	628	1%	7%	61%	31%	92%	764	632	1%	5%	30%	64%	95%	763	615	3%	12%	45%	41%	86%
Migrant	111	614	12%	15%	54%	19%	73%	96	618	2%	16%	46%	36%	82%	93	605	12%	26%	38%	25%	62%
Homeless	639	621	6%	14%	55%	25%	80%	636	615	1%	19%	50%	31%	81%	636	607	11%	22%	42%	25%	67%
<b>Accommodations</b>																					
Standard -- All	286	604	19%	30%	38%	13%	51%	624	606	5%	43%	34%	18%	52%	639	594	32%	36%	24%	8%	32%
Nonstandard -- All**	< 10														< 10						
Standard -- ELL Only	106	593	27%	37%	35%	1%	36%	301	608	5%	44%	33%	19%	51%	340	590	41%	36%	18%	5%	23%
Nonstandard -- ELL Only**																					

**Performance Level**

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**STATE DEMOGRAPHIC REPORT**  
 All Students

Grade 07  
 Fall 2010

	READING						WRITING						MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
<b>State</b>	115696	724	10%	10%	46%	33%	79%	115626	698	8%	44%	38%	10%	48%	115756	724	1%	15%	35%	49%	85%
<b>Total All Students</b>																					
<b>Gender</b>																					
Male	59273	721	13%	12%	46%	29%	75%	59229	693	11%	50%	33%	6%	40%	59310	724	1%	16%	34%	48%	83%
Female	56423	728	8%	9%	47%	36%	83%	56397	704	5%	39%	43%	13%	57%	56446	725	0%	13%	36%	50%	86%
<b>Ethnicity</b>																					
American Indian or Alaska Native	1003	719	12%	14%	48%	26%	74%	1001	693	10%	53%	30%	6%	37%	998	719	1%	18%	41%	41%	82%
Asian	2993	741	6%	5%	36%	53%	89%	2989	713	5%	25%	45%	25%	70%	3051	750	0%	6%	16%	78%	93%
Black or African American	21720	707	22%	18%	47%	13%	60%	21713	687	16%	57%	24%	3%	28%	21676	709	1%	31%	45%	23%	68%
Native Hawaiian or Other Pacific Islander	89	725	6%	12%	55%	27%	82%	89	700	2%	46%	43%	9%	52%	89	725	0%	11%	44%	45%	89%
White	81201	729	7%	8%	46%	38%	84%	81168	702	6%	41%	42%	11%	53%	81257	728	0%	11%	32%	57%	89%
Two or more races	2141	724	10%	11%	48%	32%	79%	2135	697	8%	47%	36%	9%	45%	2137	722	1%	16%	38%	45%	83%
Hispanic of any race	6549	716	14%	14%	51%	20%	72%	6531	692	10%	53%	32%	5%	37%	6548	716	1%	20%	44%	36%	79%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	54199	713	16%	15%	50%	19%	69%	54160	690	12%	54%	29%	4%	34%	54267	715	1%	23%	43%	33%	76%
No	61497	734	5%	6%	44%	45%	88%	61466	706	4%	36%	46%	14%	60%	61489	733	0%	8%	28%	64%	92%
English Language Learners:																					
Yes	3104	699	31%	21%	42%	6%	48%	3096	680	21%	61%	16%	1%	18%	3259	710	2%	32%	43%	24%	67%
No	112592	725	10%	10%	46%	33%	80%	112530	699	7%	44%	39%	10%	49%	112497	725	1%	14%	35%	50%	85%
Formally Limited English	734	726	4%	7%	59%	31%	89%	732	708	2%	31%	52%	14%	66%	731	733	0%	7%	27%	66%	93%
Migrant	141	704	25%	18%	48%	10%	57%	130	682	22%	53%	25%	1%	25%	123	714	2%	18%	47%	33%	80%
Homeless	800	711	20%	14%	50%	16%	66%	801	686	17%	57%	24%	3%	27%	795	712	1%	27%	44%	29%	72%
<b>Accommodations</b>																					
Standard -- All	3198	692	44%	22%	29%	5%	34%	3454	672	36%	56%	8%	1%	8%	6761	700	3%	50%	39%	9%	48%
Nonstandard -- All **	13							13							< 10						
Standard -- ELL Only	223	686	54%	19%	27%	0%	27%	233	667	43%	51%	6%	0%	6%	489	704	3%	45%	37%	16%	52%
Nonstandard -- ELL Only **	< 10																				

**Performance Level**

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

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**STATE DEMOGRAPHIC REPORT**  
 Students with Disabilities

Grade 07  
 Fall 2010

State	READING						WRITING						MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12680	694	41%	22%	30%	6%	12667	673	34%	56%	9%	1%	12680	703	3%	46%	38%	13%	51%
<b>Gender</b>																			
Male	8434	693	43%	21%	29%	6%	8418	671	39%	53%	7%	1%	8448	703	2%	44%	39%	14%	53%
Female	4246	695	38%	24%	32%	6%	4249	677	26%	62%	11%	1%	4232	701	3%	49%	38%	10%	48%
<b>Ethnicity</b>																			
American Indian or Alaska Native	161	692	43%	25%	28%	4%	163	672	36%	58%	7%	0%	161	701	2%	52%	37%	9%	47%
Asian	121	707	31%	16%	32%	21%	121	685	22%	54%	17%	7%	122	720	1%	26%	35%	38%	73%
Black or African American	2730	684	57%	22%	20%	2%	2722	665	50%	47%	3%	0%	2722	695	4%	63%	29%	4%	33%
Native Hawaiian or Other Pacific Islander	< 10						< 10						< 10						
White	8639	697	36%	22%	34%	8%	8638	676	29%	59%	11%	1%	8654	705	2%	40%	42%	16%	58%
Two or more races	254	693	43%	19%	32%	6%	253	671	35%	58%	7%	1%	251	699	3%	56%	32%	9%	41%
Hispanic of any race	769	689	47%	26%	25%	2%	764	671	36%	58%	5%	1%	764	700	3%	50%	39%	8%	47%
<b>Additional Reporting Groups</b>																			
Economically Disadvantaged:																			
Yes	7826	689	47%	23%	27%	3%	7825	670	40%	54%	6%	0%	7831	699	3%	52%	36%	8%	45%
No	4854	700	32%	21%	37%	10%	4842	679	25%	60%	13%	2%	4849	708	2%	36%	42%	20%	62%
English Language Learners:																			
Yes	385	684	57%	27%	15%	1%	384	669	41%	56%	3%	0%	389	698	4%	53%	36%	6%	43%
No	12295	694	41%	22%	31%	6%	12283	673	34%	56%	9%	1%	12291	703	2%	46%	39%	13%	52%
Formally Limited English	34	705	12%	24%	59%	6%	34	689	9%	65%	26%	0%	34	707	0%	32%	47%	21%	68%
Migrant	13	678	69%	31%	0%	0%	12	658	58%	42%	0%	0%	11	687	18%	73%	9%	0%	9%
Homeless	143	687	54%	22%	22%	3%	144	668	47%	49%	5%	0%	140	696	3%	58%	35%	4%	39%
<b>Accommodations</b>																			
Standard -- All	2846	691	44%	23%	28%	5%	3044	672	36%	56%	7%	0%	6090	699	3%	51%	39%	8%	46%
Nonstandard -- All **	< 10						< 10						< 10						
Standard -- ELL Only	49	682	57%	33%	10%	0%	43	667	47%	53%	0%	0%	95	697	2%	59%	36%	3%	39%
Nonstandard -- ELL Only **																			

**Performance Level**

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

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**STATE DEMOGRAPHIC REPORT**  
 All Except Students with Disabilities

Grade 07  
 Fall 2010

	READING					WRITING					MATHEMATICS											
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*							
<b>Total All Except Students with Disabilities</b>	103016	728	7%	9%	48%	36%	84%	102959	702	4%	43%	42%	11%	53%	103076	727	0%	11%	35%	54%	89%	
<b>Gender</b>																						
Male	50839	726	8%	10%	48%	33%	82%	50811	697	6%	49%	38%	7%	45%	50862	727	0%	12%	34%	54%	88%	
Female	52177	731	5%	8%	48%	39%	87%	52148	706	3%	37%	46%	14%	60%	52214	727	0%	10%	36%	54%	89%	
<b>Ethnicity</b>																						
American Indian or Alaska Native	842	724	6%	12%	52%	30%	82%	838	697	5%	53%	35%	8%	42%	837	722	0%	11%	41%	47%	88%	
Asian	2872	742	5%	5%	36%	55%	91%	2868	714	4%	24%	46%	25%	72%	2929	752	0%	5%	15%	79%	94%	
Black or African American	18990	710	17%	18%	51%	14%	66%	18991	690	11%	58%	27%	4%	31%	18954	711	1%	26%	47%	26%	73%	
Native Hawaiian or Other Pacific Islander	83	727	4%	10%	58%	29%	87%	83	702	1%	43%	46%	10%	55%	83	727	0%	7%	46%	47%	93%	
White	72562	733	4%	7%	47%	42%	90%	72530	705	3%	39%	46%	12%	58%	72603	731	0%	7%	31%	62%	93%	
Two or more races	1887	728	6%	10%	50%	35%	85%	1882	701	4%	45%	40%	10%	50%	1886	725	0%	11%	39%	50%	89%	
Hispanic of any race	5780	719	10%	12%	55%	23%	78%	5767	695	6%	53%	35%	6%	41%	5784	719	0%	16%	44%	39%	84%	
<b>Additional Reporting Groups</b>																						
Economically Disadvantaged:																						
Yes	46373	717	11%	14%	53%	22%	75%	46335	694	7%	54%	33%	5%	38%	46436	717	1%	18%	44%	38%	82%	
No	56643	737	3%	5%	44%	48%	92%	56624	708	2%	34%	49%	15%	64%	56640	735	0%	6%	27%	67%	94%	
English Language Learners:																						
Yes	2719	701	27%	21%	46%	7%	52%	2712	682	19%	62%	18%	2%	20%	2870	712	1%	29%	43%	27%	70%	
No	100297	729	6%	9%	48%	37%	85%	100247	702	4%	43%	42%	11%	53%	100206	728	0%	11%	35%	55%	89%	
Formally Limited English	700	727	3%	6%	59%	32%	90%	698	709	2%	30%	53%	15%	68%	697	735	0%	6%	26%	68%	94%	
Migrant	128	707	20%	16%	52%	11%	63%	118	684	18%	54%	27%	1%	28%	112	717	0%	13%	51%	37%	88%	
Homeless	657	716	12%	12%	56%	19%	75%	657	690	10%	58%	28%	4%	32%	655	716	0%	20%	45%	34%	79%	
<b>Accommodations</b>																						
Standard -- All	352	696	41%	14%	37%	8%	45%	410	676	30%	52%	15%	3%	18%	671	706	3%	39%	39%	19%	58%	
Nonstandard -- All **	< 10							< 10														
Standard -- ELL Only	174	686	53%	15%	32%	0%	32%	190	667	43%	50%	7%	0%	7%	394	706	4%	41%	37%	19%	55%	
Nonstandard -- ELL Only **	< 10							< 10														

**Performance Level**  
 1 & 2 - Advanced and Proficient  
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# STATE DEMOGRAPHIC REPORT

All Students

Grade 08  
 Fall 2010

	READING					MATHEMATICS					SCIENCE										
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*						
<b>State</b>	115551	822	4%	14%	50%	32%	82%	115502	818	5%	17%	35%	43%	78%	115618	820	4%	18%	47%	31%	78%
<b>Total All Students</b>																					
<b>Gender</b>																					
Male	58766	819	5%	17%	49%	28%	78%	58816	819	5%	17%	34%	44%	78%	58812	821	5%	18%	44%	33%	77%
Female	56785	825	2%	12%	50%	36%	86%	56786	817	5%	17%	36%	42%	78%	56806	819	3%	17%	51%	28%	79%
<b>Ethnicity</b>																					
American Indian or Alaska Native	938	816	5%	19%	52%	24%	76%	942	813	4%	20%	43%	32%	76%	944	815	4%	23%	51%	22%	74%
Asian	2920	834	2%	8%	38%	52%	90%	2973	844	2%	7%	18%	72%	91%	2971	832	3%	9%	36%	51%	88%
Black or African American	21237	810	7%	25%	52%	16%	67%	21167	804	11%	33%	39%	18%	57%	21146	805	9%	35%	47%	10%	56%
Native Hawaiian or Other Pacific Islander	95	825	3%	8%	49%	39%	88%	93	824	3%	14%	28%	55%	83%	92	825	5%	14%	35%	46%	80%
White	82252	825	3%	11%	49%	37%	86%	82322	822	3%	13%	34%	49%	84%	82364	824	3%	13%	48%	36%	84%
Two or more races	1995	822	4%	12%	51%	32%	84%	1995	817	5%	18%	37%	40%	77%	1991	819	3%	19%	49%	29%	78%
Hispanic of any race	6114	814	5%	20%	55%	20%	74%	6110	810	7%	23%	42%	28%	70%	6110	812	5%	26%	51%	18%	69%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	52068	814	6%	21%	53%	19%	73%	52088	809	8%	25%	41%	26%	67%	52111	811	6%	27%	49%	17%	67%
No	63483	829	2%	9%	47%	42%	89%	63514	826	2%	11%	31%	56%	87%	63507	827	2%	11%	46%	42%	88%
English Language Learners:																					
Yes	3037	803	11%	34%	50%	6%	56%	3169	803	12%	31%	39%	17%	56%	3175	801	11%	40%	43%	5%	48%
No	112514	822	4%	14%	50%	33%	83%	112433	818	5%	17%	35%	44%	79%	112443	820	4%	17%	48%	31%	79%
Formally Limited English	674	828	0%	6%	57%	36%	93%	672	827	1%	10%	33%	56%	89%	672	825	1%	10%	54%	35%	89%
Migrant	143	807	7%	29%	52%	11%	64%	117	807	5%	24%	53%	18%	71%	115	808	10%	31%	45%	14%	59%
Homeless	770	810	8%	25%	50%	17%	66%	766	806	11%	28%	38%	24%	61%	769	809	7%	33%	44%	16%	60%
<b>Accommodations</b>																					
Standard -- All	3074	798	17%	41%	37%	6%	42%	6649	796	19%	41%	33%	7%	40%	6583	798	16%	44%	35%	5%	40%
Nonstandard -- All **	< 10							< 10													
Standard -- ELL Only	184	793	17%	49%	32%	2%	34%	492	797	24%	38%	27%	11%	38%	491	792	22%	51%	25%	2%	26%
Nonstandard -- ELL Only **																					

**Performance Level**

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**STATE DEMOGRAPHIC REPORT**  
 Students with Disabilities

Grade 08  
 Fall 2010

State	READING						MATHEMATICS						SCIENCE								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12679	798	17%	40%	37%	6%	43%	12701	798	17%	39%	33%	10%	44%	12797	801	14%	42%	37%	8%	44%
<b>Gender</b>																					
Male	8379	797	19%	39%	35%	7%	42%	8423	799	16%	38%	34%	12%	46%	8475	802	14%	40%	37%	9%	46%
Female	4300	800	14%	40%	40%	6%	46%	4278	796	19%	43%	32%	7%	39%	4322	798	14%	46%	36%	4%	41%
<b>Ethnicity</b>																					
American Indian or Alaska Native	149	796	17%	48%	32%	3%	35%	152	796	14%	49%	32%	6%	38%	154	799	12%	46%	36%	6%	42%
Asian	115	806	13%	25%	52%	10%	62%	114	809	10%	27%	37%	26%	63%	115	810	8%	25%	55%	12%	67%
Black or African American	2651	791	25%	47%	26%	2%	28%	2634	792	24%	49%	24%	3%	27%	2662	791	24%	52%	22%	2%	24%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	8780	800	15%	37%	40%	8%	48%	8814	800	15%	36%	36%	13%	49%	8879	804	11%	38%	41%	10%	51%
Two or more races	257	799	18%	37%	39%	7%	46%	260	798	16%	41%	36%	8%	43%	257	801	11%	45%	36%	8%	44%
Hispanic of any race	718	796	17%	44%	34%	4%	38%	718	795	19%	43%	33%	5%	38%	721	797	16%	47%	33%	4%	37%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	7677	795	21%	44%	31%	4%	36%	7695	795	20%	44%	31%	6%	37%	7760	797	18%	46%	32%	5%	36%
No	5002	803	13%	33%	44%	10%	54%	5006	802	13%	33%	38%	16%	54%	5037	806	9%	35%	44%	12%	56%
English Language Learners:																					
Yes	379	791	24%	46%	30%	1%	30%	375	793	21%	47%	30%	3%	33%	382	793	18%	57%	23%	1%	24%
No	12300	798	17%	39%	37%	7%	43%	12326	798	17%	39%	34%	10%	44%	12415	801	14%	41%	37%	8%	45%
Formally Limited English	28	808	0%	36%	54%	11%	64%	28	800	14%	29%	39%	18%	57%	28	804	7%	50%	32%	11%	43%
Migrant	15	786	20%	60%	20%	0%	20%	13	790	31%	46%	23%	0%	23%	13	790	31%	46%	15%	8%	23%
Homeless	155	794	21%	48%	25%	6%	31%	153	794	22%	44%	27%	7%	34%	158	798	18%	47%	28%	6%	35%
<b>Accommodations</b>																					
Standard -- All	2730	797	17%	41%	36%	5%	42%	6003	796	19%	41%	33%	7%	40%	5909	798	15%	44%	36%	5%	41%
Nonstandard -- All **	< 10							< 10													
Standard -- ELL Only	27	789	26%	48%	26%	0%	26%	90	791	26%	44%	30%	0%	30%	80	792	18%	60%	23%	0%	23%
Nonstandard -- ELL Only **																					

**Performance Level**

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**STATE DEMOGRAPHIC REPORT**  
 All Except Students with Disabilities

Grade 08  
 Fall 2010

	READING						MATHEMATICS						SCIENCE								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 1 & 2*	Levels 1 & 2*			
<b>State</b>	102872	825	2%	11%	51%	35%	87%	102901	821	3%	14%	35%	47%	82%	102821	822	3%	15%	49%	34%	82%
<b>Total All Except Students with Disabilities</b>																					
<b>Gender</b>																					
Male	50387	822	3%	13%	52%	32%	84%	50393	822	3%	14%	34%	49%	83%	50337	824	3%	15%	45%	37%	82%
Female	52485	827	1%	9%	51%	38%	89%	52508	819	4%	15%	37%	45%	81%	52484	821	2%	15%	53%	30%	83%
<b>Ethnicity</b>																					
American Indian or Alaska Native	789	820	2%	14%	56%	28%	84%	790	816	2%	15%	45%	37%	83%	790	818	2%	18%	54%	25%	80%
Asian	2805	835	1%	7%	38%	54%	92%	2859	845	2%	6%	18%	74%	92%	2856	833	2%	9%	36%	53%	89%
Black or African American	18586	813	5%	22%	56%	17%	73%	18533	805	9%	30%	41%	20%	61%	18484	807	7%	32%	50%	11%	61%
Native Hawaiian or Other Pacific Islander	86	829	2%	2%	52%	43%	95%	84	827	2%	11%	27%	60%	87%	83	828	1%	13%	36%	49%	86%
White	73472	828	1%	8%	50%	40%	90%	73508	824	2%	10%	34%	54%	88%	73485	826	2%	10%	49%	40%	88%
Two or more races	1738	826	2%	9%	53%	36%	89%	1735	820	3%	15%	37%	45%	82%	1734	822	2%	15%	50%	32%	83%
Hispanic of any race	5396	817	3%	17%	58%	22%	79%	5392	812	5%	21%	43%	31%	74%	5389	814	4%	23%	53%	20%	73%
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	44391	817	4%	17%	57%	22%	79%	44393	811	6%	22%	42%	30%	72%	44351	814	4%	24%	52%	20%	72%
No	58481	831	1%	7%	47%	45%	92%	58508	828	2%	9%	30%	60%	90%	58470	829	1%	9%	46%	44%	90%
English Language Learners:																					
Yes	2658	804	9%	32%	53%	7%	59%	2794	805	11%	29%	41%	19%	59%	2793	802	10%	38%	45%	6%	51%
No	100214	825	2%	11%	51%	36%	87%	100107	821	3%	14%	35%	48%	83%	100028	823	2%	14%	49%	34%	83%
Formally Limited English	646	829	0%	5%	57%	38%	95%	644	828	1%	9%	33%	57%	90%	644	826	1%	8%	55%	36%	91%
Migrant	128	809	5%	26%	56%	13%	69%	104	809	2%	21%	57%	20%	77%	102	810	7%	29%	49%	15%	64%
Homeless	615	814	5%	19%	56%	20%	75%	613	808	8%	23%	40%	28%	68%	611	812	4%	29%	49%	18%	67%
<b>Accommodations</b>																					
Standard -- All	344	801	13%	41%	38%	9%	47%	646	799	20%	38%	27%	15%	42%	674	796	18%	47%	29%	5%	34%
Nonstandard -- All**	< 10							< 10													
Standard -- ELL Only	157	794	16%	49%	32%	3%	35%	402	798	24%	37%	26%	13%	39%	411	792	23%	49%	25%	2%	27%
Nonstandard -- ELL Only**																					

**Performance Level**

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- 2 - Proficient
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# STATE DEMOGRAPHIC REPORT

All Students

Grade 09

Fall 2010

## SOCIAL STUDIES

State	No. of Students Assessed	Mean Scale Score	Percent at				
			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Students	123284	916	5%	22%	44%	29%	73%
<b>Gender</b>							
Male	62773	917	5%	22%	40%	33%	73%
Female	60511	914	5%	23%	47%	25%	73%
<b>Ethnicity</b>							
American Indian or Alaska Native	1127	912	5%	26%	49%	20%	69%
Asian	2937	928	3%	12%	36%	49%	85%
Black or African American	22727	900	12%	42%	40%	7%	46%
Native Hawaiian or Other Pacific Islander	117	922	3%	15%	38%	44%	81%
White	88124	920	3%	17%	45%	35%	80%
Two or more races	1862	914	4%	23%	47%	26%	72%
Hispanic of any race	6390	908	7%	30%	46%	17%	63%
<b>Additional Reporting Groups</b>							
Economically Disadvantaged:							
Yes	53998	906	8%	33%	44%	15%	59%
No	69286	923	2%	14%	44%	40%	84%
English Language Learners:							
Yes	3347	897	15%	46%	35%	5%	39%
No	119937	916	5%	22%	44%	30%	74%
Formally Limited English	732	921	2%	13%	49%	36%	85%
Migrant	106	904	9%	35%	44%	11%	56%
Homeless	738	905	9%	35%	44%	12%	56%
<b>Accommodations</b>							
Standard -- All	5987	896	15%	49%	31%	5%	35%
Nonstandard -- All**	< 10						
Standard -- ELL Only	355	891	20%	54%	25%	1%	26%
Nonstandard -- ELL Only**							

### Performance Level

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.

\* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.

\*\* Results for these students are invalid and not reported.



# STATE DEMOGRAPHIC REPORT

## Students with Disabilities

Grade 09  
Fall 2010

State	No. of Students Assessed	Mean Scale Score	Percent at				
			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total Students with Disabilities	13757	898	15%	47%	31%	7%	38%
<b>Gender</b>							
Male	9011	900	14%	44%	33%	9%	42%
Female	4746	894	17%	52%	27%	3%	31%
<b>Ethnicity</b>							
American Indian or Alaska Native	175	896	11%	51%	35%	2%	37%
Asian	87	904	9%	34%	43%	14%	56%
Black or African American	2971	889	25%	56%	18%	1%	19%
Native Hawaiian or Other Pacific Islander	< 10						
White	9582	901	11%	44%	35%	10%	45%
Two or more races	226	898	14%	45%	34%	7%	41%
Hispanic of any race	708	893	20%	51%	27%	3%	29%
<b>Additional Reporting Groups</b>							
Economically Disadvantaged:							
Yes	8367	894	18%	51%	27%	4%	31%
No	5390	903	10%	40%	37%	12%	49%
English Language Learners:							
Yes	383	889	25%	57%	17%	2%	19%
No	13374	898	15%	46%	32%	7%	39%
Formally Limited English	27	902	7%	41%	44%	7%	52%
Migrant	12	883	25%	58%	17%	0%	17%
Homeless	138	895	19%	44%	35%	2%	37%
<b>Accommodations</b>							
Standard -- All	5401	896	15%	49%	31%	5%	36%
Nonstandard -- All**	< 10						
Standard -- ELL Only	39	888	18%	74%	8%	0%	8%
Nonstandard -- ELL Only**							

### Performance Level

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.

\* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.

\*\* Results for these students are invalid and not reported.



# STATE DEMOGRAPHIC REPORT

## All Except Students with Disabilities

Grade 09  
Fall 2010

State	No. of Students Assessed	Mean Scale Score	Percent at				
			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Except Students with Disabilities	109527	918	4%	19%	45%	32%	77%
<b>Gender</b>							
Male	53762	920	4%	18%	41%	37%	78%
Female	55765	916	4%	20%	49%	27%	76%
<b>Ethnicity</b>							
American Indian or Alaska Native	952	915	3%	21%	52%	24%	75%
Asian	2850	929	3%	11%	36%	50%	86%
Black or African American	19756	902	10%	40%	43%	8%	50%
Native Hawaiian or Other Pacific Islander	109	923	4%	14%	36%	47%	83%
White	78542	922	2%	14%	46%	38%	84%
Two or more races	1636	916	3%	20%	49%	28%	77%
Hispanic of any race	5682	910	5%	27%	49%	19%	67%
<b>Additional Reporting Groups</b>							
Economically Disadvantaged:							
Yes	45631	909	6%	30%	47%	17%	64%
No	63896	925	2%	12%	44%	43%	87%
English Language Learners:							
Yes	2964	898	13%	44%	37%	5%	42%
No	106563	919	3%	19%	46%	33%	78%
Formally Limited English	705	922	1%	12%	49%	37%	86%
Migrant	94	906	7%	32%	48%	13%	61%
Homeless	600	907	7%	33%	46%	14%	60%
<b>Accommodations</b>							
Standard -- All	586	894	19%	48%	28%	5%	33%
Nonstandard -- All**	< 10						
Standard -- ELL Only	316	892	20%	51%	28%	1%	29%
Nonstandard -- ELL Only**							

### Performance Level

- 1 & 2 - Advanced and Proficient
- 1 - Advanced
- 2 - Proficient
- 3 - Partially Proficient
- 4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.

\* Value may not equal the exact sum of Level 1 & Level 2 due to rounding.

\*\* Results for these students are invalid and not reported.





# STATE DEMOGRAPHIC REPORT

All Students

Grade 11  
Spring 2011



State	MME READING										MME WRITING										MME MATHEMATICS									
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*									
Total All Students	107,995	1107	14	22	60	3	63	108,590	1095	8	45	42	5	47	107,293	1094	33	15	39	13	52									
<b>Gender</b>																														
Male	54,020	1105	16	23	58	3	61	54,310	1090	10	47	39	4	43	53,619	1095	32	15	38	15	53									
Female	53,975	1110	12	22	63	3	66	54,280	1099	5	44	45	6	51	53,674	1093	33	16	40	11	51									
<b>Ethnicity</b>																														
American Indian or Alaska Native	897	1102	17	25	56	2	58	897	1085	12	52	34	1	36	890	1086	39	19	37	5	42									
Asian	2,654	1117	12	15	62	11	73	2,652	1112	6	29	46	19	65	2,645	1116	15	9	35	41	76									
Black or African American	17,479	1087	31	34	34	0	35	17,786	1072	19	63	18	1	19	17,173	1066	65	16	18	1	19									
Native Hawaiian or Other Pacific Islander	78	1103	17	26	56	1	58	79	1088	14	48	34	4	38	77	1094	40	6	43	10	53									
White	81,019	1112	10	19	66	4	70	81,261	1100	5	41	48	6	54	80,676	1100	25	15	44	15	59									
Two or more races	1,465	1106	14	23	60	3	63	1,477	1094	7	48	41	4	45	1,457	1091	37	15	36	11	47									
Hispanic of any race	4,403	1097	21	29	48	1	50	4,438	1083	12	58	28	2	30	4,375	1082	46	18	31	5	36									
<b>Additional Reporting Groups</b>																														
Economically Disadvantaged:																														
Yes	39,387	1095	24	30	46	1	47	39,767	1079	14	58	26	1	28	38,953	1078	50	17	28	4	32									
No	68,608	1114	9	18	68	5	73	68,823	1103	4	38	51	7	58	68,340	1103	22	14	45	18	63									
English Language Learners:																														
Yes	2,614	1073	46	32	22	0	22	2,605	1063	25	62	12	0	13	2,594	1065	62	16	19	3	22									
No	105,381	1108	14	22	61	3	64	105,985	1095	7	45	43	5	48	104,699	1095	32	15	40	13	53									
Formerly Limited English Proficient																														
Migrant	662	1102	15	28	56	1	57	667	1092	5	54	39	2	41	660	1094	30	18	42	10	52									
Homeless	44	1088	36	39	23	2	25	44	1073	16	70	14	0	14	44	1079	57	16	27	0	27									
	1,034	1090	27	31	41	0	41	1,046	1070	19	61	19	0	20	1,022	1074	57	18	23	2	25									
<b>Accommodations</b>																														
Standard -- All	7,488	1077	46	27	25	1	26	6,889	1057	29	58	12	1	13	8,371	1056	77	10	11	2	13									
Nonstandard -- All**	69														30															
Standard -- ELL Only	325	1048	75	18	6	0	6	225	1031	51	46	3	0	3	354	1042	85	6	7	1	8									
Nonstandard -- ELL Only**	< 10														< 10															

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.  
 \*\* Students not included in Number of Students Assessed.  
 < 10 = No summary scores provided if fewer than 10 students.  
 Page 1 of 6  
 Spring 2011 Run Date: 06/02/2011 P1J00B001



# STATE DEMOGRAPHIC REPORT

All Students

Grade 11

Spring 2011



	MME SCIENCE						MME SOCIAL STUDIES							
	No. of Students Assessed	Mean Scale Score	Percent at		Levels 1 & 2*		No. of Students Assessed	Mean Scale Score	Percent at		Levels 1 & 2*			
State			Level 4	Level 3	Level 2	Level 1			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	
Total All Students	107,653	1103	24	15	52	9	61	107,757	1123	8	15	36	41	78
<b>Gender</b>														
Male	53,832	1104	25	14	50	12	62	53,895	1125	8	14	33	45	78
Female	53,821	1102	24	16	53	7	60	53,862	1120	7	15	40	37	77
<b>Ethnicity</b>														
American Indian or Alaska Native	891	1097	29	18	49	5	53	898	1118	9	17	39	34	73
Asian	2,651	1119	14	10	51	25	76	2,659	1134	5	9	27	59	86
Black or African American	17,342	1077	53	22	24	1	25	17,386	1104	18	28	41	13	53
Native Hawaiian or Other Pacific Islander	77	1102	25	23	44	8	52	77	1122	5	21	39	35	74
White	80,843	1109	18	14	58	11	69	80,871	1127	6	11	35	48	83
Two or more races	1,463	1101	26	16	50	7	58	1,469	1121	7	16	40	38	77
Hispanic of any race	4,386	1091	35	19	42	3	45	4,397	1115	9	20	43	28	71
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	39,185	1088	39	19	39	3	42	39,264	1112	13	22	41	24	65
No	68,468	1112	16	13	59	13	72	68,493	1129	5	10	34	51	85
English Language Learners:														
Yes	2,603	1071	60	18	21	1	22	2,622	1101	21	31	37	10	48
No	105,050	1104	23	15	52	9	62	105,135	1123	7	14	36	42	78
Formerly Limited English Proficient														
Migrant	661	1099	24	18	55	3	58	659	1119	6	14	47	34	80
Homeless	44	1091	43	16	39	2	41	45	1109	9	29	49	13	62
Accommodations														
Standard -- All	8,311	1068	65	15	18	2	20	8,283	1102	25	29	35	11	46
Nonstandard -- All**	33							44						
Standard -- ELL Only	339	1043	86	9	4	0	4	356	1092	36	35	28	1	29
Nonstandard -- ELL Only**	< 10							< 10						

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.  
 \*\* Students not included in Number of Students Assessed.  
 < 10 = No summary scores provided if fewer than 10 students.  
 Page 2 of 6  
 Spring 2011 Run Date: 06/02/2011 P1J00B001



# STATE DEMOGRAPHIC REPORT

## Students with Disabilities

Grade 11  
Spring 2011

**MME**<sup>TM</sup>  
Michigan Merit Examination

State	MME READING							MME WRITING							MME MATHEMATICS						
	No. of Students Assessed	Mean Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total Students with Disabilities	9,996	1075	47	29	23	1	24	9,972	1054	32	58	10	0	10	9,889	1053	79	10	10	1	11
<b>Gender</b>																					
Male	6,453	1074	48	28	24	1	24	6,418	1051	35	54	11	0	11	6,390	1055	76	11	12	2	13
Female	3,543	1077	46	31	23	0	24	3,554	1059	27	64	9	0	9	3,499	1049	84	8	7	1	8
<b>Ethnicity</b>																					
American Indian or Alaska Native	112	1073	53	27	21	0	21	112	1046	41	51	8	0	8	111	1042	84	6	10	0	10
Asian	72	1073	46	31	22	1	24	71	1056	30	55	14	1	15	70	1056	73	11	11	4	16
Black or African American	2,004	1059	65	25	10	0	10	2,009	1035	50	47	3	0	3	1,941	1031	94	3	3	0	3
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	7,198	1080	42	30	28	1	29	7,173	1060	27	60	12	1	13	7,158	1060	74	12	12	2	14
Two or more races	150	1075	46	29	24	1	25	147	1056	25	65	10	0	10	148	1051	78	10	12	0	12
Hispanic of any race	452	1070	56	28	17	0	17	452	1048	36	59	5	0	5	453	1046	84	9	7	0	7
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	5,145	1068	55	28	17	0	17	5,123	1045	39	55	6	0	6	5,075	1044	87	7	6	0	6
No	4,851	1082	39	30	30	1	31	4,849	1063	25	60	14	1	15	4,814	1063	71	12	14	2	17
English Language Learners:																					
Yes	210	1058	68	23	9	0	9	211	1034	50	49	1	0	1	209	1038	91	4	5	0	5
No	9,786	1075	47	29	24	1	24	9,761	1054	32	58	10	0	11	9,680	1054	79	10	10	1	12
Formerly Limited English Proficient																					
Migrant	< 10	1070	38	46	15	0	15	13	1056	23	69	8	0	8	13	1042	92	0	8	0	8
Homeless	183	1067	56	34	10	0	10	184	1037	45	52	3	0	3	182	1039	93	4	2	0	2
<b>Accommodations</b>																					
Standard -- All	6,751	1075	48	28	23	1	24	6,297	1055	30	60	10	0	11	7,531	1053	80	10	9	1	11
Nonstandard -- All**	64													28							
Standard -- ELL Only	157	1058	69	21	10	0	10	147	1036	49	49	2	0	2	166	1039	92	3	5	0	5
Nonstandard -- ELL Only**	< 10													< 10							

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

\*\* Students not included in Number of Students Assessed.



# STATE DEMOGRAPHIC REPORT

## Students with Disabilities

Grade 11  
Spring 2011



	MME SCIENCE						MME SOCIAL STUDIES							
	No. of Students Assessed	Mean Scale Score	Percent at Level		Percent at Level		No. of Students Assessed	Mean Scale Score	Percent at Level		Percent at Level			
State			4	3	2	1			4	3	2	1	Levels 1 & 2*	
Total Students with Disabilities	9,914	1067	66	15	17	2	19	10,012	1101	25	29	35	11	46
<b>Gender</b>														
Male	6,408	1069	62	15	20	2	22	6,473	1103	24	27	35	14	49
Female	3,506	1063	73	14	12	0	13	3,539	1097	28	33	34	6	40
<b>Ethnicity</b>														
American Indian or Alaska Native	111	1060	72	12	14	2	16	112	1098	24	38	32	6	38
Asian	72	1074	60	17	19	4	24	71	1103	24	31	31	14	45
Black or African American	1,950	1043	87	8	5	0	5	2,000	1091	40	36	22	3	24
Native Hawaiian or Other Pacific Islander	< 10							< 10						
White	7,174	1074	60	17	21	2	23	7,214	1104	21	27	38	14	52
Two or more races	148	1070	67	13	20	1	20	152	1103	18	34	37	12	49
Hispanic of any race	451	1063	72	15	13	0	13	455	1098	24	34	37	6	42
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	5,089	1058	76	13	11	0	12	5,168	1097	30	32	31	7	37
No	4,825	1076	56	18	24	3	26	4,844	1106	20	26	39	16	54
English Language Learners:														
Yes	209	1050	84	13	3	0	3	212	1092	36	33	28	2	31
No	9,705	1067	66	15	18	2	19	9,800	1101	25	29	35	11	46
Formerly Limited English Proficient														
Migrant	13	1073	77	8	15	0	15	12	1096	25	25	42	8	50
Homeless	< 10							< 10						
Accommodations														
Standard -- All	7,501	1066	67	15	17	1	18	7,480	1100	26	30	35	10	44
Nonstandard -- All**	32							32						
Standard -- ELL Only	166	1048	86	11	3	0	3	168	1091	38	35	26	2	27
Nonstandard -- ELL Only**	< 10							< 10						

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.  
 \*\* Students not included in Number of Students Assessed.





# STATE DEMOGRAPHIC REPORT

## All Except Students with Disabilities

Grade 11  
Spring 2011



	MME SCIENCE						MME SOCIAL STUDIES							
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	
<b>State</b>	97,739	1107	20	15	55	10	65	97,745	1125	6	13	37	44	81
<b>Total All Except Students with Disabilities</b>														
<b>Gender</b>														
Male	47,424	1109	19	14	54	13	67	47,422	1128	6	12	33	50	82
Female	50,315	1105	20	17	56	7	63	50,323	1122	6	14	40	39	80
<b>Ethnicity</b>														
American Indian or Alaska Native	780	1102	22	19	54	5	59	786	1121	7	15	40	38	78
Asian	2,579	1120	13	10	52	25	77	2,588	1135	4	9	27	60	87
Black or African American	15,392	1081	49	23	27	1	28	15,386	1106	16	27	43	14	57
Native Hawaiian or Other Pacific Islander	69	1104	22	22	48	9	57	69	1124	4	20	36	39	75
White	73,669	1113	13	13	62	12	73	73,657	1129	4	10	35	51	86
Two or more races	1,315	1104	21	17	54	8	62	1,317	1123	5	14	40	40	81
Hispanic of any race	3,935	1095	31	20	46	3	49	3,942	1117	7	18	44	30	74
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	34,096	1093	34	20	43	3	46	34,096	1114	10	20	43	27	69
No	63,643	1115	12	12	62	14	75	63,649	1131	4	9	33	54	87
English Language Learners:														
Yes	2,394	1073	58	19	23	1	23	2,410	1102	20	31	38	11	49
No	95,345	1108	19	15	56	10	66	95,335	1125	6	13	37	45	82
Formerly Limited English Proficient														
Migrant	648	1100	23	18	56	3	59	647	1120	6	13	47	34	81
Homeless	40	1094	38	18	43	3	45	41	1111	7	29	49	15	63
	846	1088	38	23	38	2	39	853	1112	10	22	47	22	68
<b>Accommodations</b>														
Standard -- All	810	1085	43	16	34	7	42	803	1113	16	21	37	26	63
Nonstandard -- All**	< 10							12						
Standard -- ELL Only	173	1039	87	8	5	0	5	188	1092	35	35	29	1	30
Nonstandard -- ELL Only**														

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.  
\*\* Students not included in Number of Students Assessed.



# STATE DEMOGRAPHIC REPORT

All Students

Grade 12

Spring 2011



	MME READING						MME WRITING						MME MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*		
<b>State</b>	4,395	1086	33	31	36	1	37	4,572	1064	27	56	16	1	17	4,280	1066	63	15	19	3	22
<b>Total All Students</b>																					
<b>Gender</b>																					
Male	2,298	1083	36	30	33	1	34	2,375	1058	33	52	14	1	15	2,239	1067	62	15	19	4	23
Female	2,097	1089	30	31	39	1	40	2,197	1071	21	60	18	1	19	2,041	1066	65	15	18	3	21
<b>Ethnicity</b>																					
American Indian or Alaska Native	32	1087	31	28	41	0	41	35	1058	29	60	11	0	11	30	1071	53	30	17	0	17
Asian	131	1079	32	32	35	1	36	132	1073	26	48	24	2	27	130	1096	32	13	31	24	55
Black or African American	1,544	1074	46	34	20	0	20	1,658	1050	38	57	5	0	6	1,478	1048	83	10	6	0	7
Native Hawaiian or Other Pacific Islander	11	1090	27	27	45	0	45	12	1071	25	50	25	0	25	12	1061	50	25	25	0	25
White	2,298	1094	24	27	47	2	48	2,346	1074	20	55	24	2	25	2,265	1077	53	17	26	4	30
Two or more races	53	1094	19	30	49	2	51	53	1080	13	60	25	2	26	50	1072	54	12	30	4	34
Hispanic of any race	326	1084	33	36	31	1	32	336	1062	25	64	11	0	11	315	1064	65	16	18	1	19
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	2,638	1080	39	32	29	1	30	2,756	1057	32	56	11	0	12	2,556	1059	72	14	13	1	15
No	1,757	1094	24	29	46	1	47	1,816	1075	19	56	23	2	25	1,724	1077	51	16	27	6	32
English Language Learners:																					
Yes	335	1060	56	29	15	0	15	337	1049	39	53	7	0	7	327	1060	66	14	18	2	20
No	4,060	1088	31	31	37	1	38	4,235	1065	26	56	17	1	18	3,953	1067	63	15	19	3	22
Formerly Limited English Proficient																					
Migrant	< 10							< 10							< 10						
Homeless	177	1091	26	31	42	1	43	186	1069	22	61	17	0	17	171	1075	57	20	22	1	23
<b>Accommodations</b>																					
Standard -- All	314	1067	54	26	20	1	21	272	1040	43	51	5	1	6	353	1040	88	6	6	1	6
Nonstandard -- All**	< 10														< 10						
Standard -- ELL Only	43	1043	72	23	5	0	5	26	1026	58	38	4	0	4	44	1035	93	5	2	0	2
Nonstandard -- ELL Only**	< 10																				

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.  
 \*\* Students not included in Number of Students Assessed.  
 < 10 = No summary scores provided if fewer than 10 students.  
 Spring 2011 Run Date: 06/02/2011 P1J00B002 Page 1 of 6



# STATE DEMOGRAPHIC REPORT

All Students

Grade 12

Spring 2011



	MME SCIENCE						MME SOCIAL STUDIES							
	No. of Students Assessed	Mean Scale Score	Percent at Level		Levels 1 & 2*		No. of Students Assessed	Mean Scale Score	Percent at Level		Levels 1 & 2*			
State			4	3	2	1			4	3	2	1		
Total All Students	4,354	1074	55	17	26	2	28	4,364	1106	19	27	37	17	54
<b>Gender</b>														
Male	2,277	1074	55	16	27	2	29	2,287	1107	20	26	35	20	54
Female	2,077	1074	55	19	25	1	26	2,077	1104	19	28	40	13	54
<b>Ethnicity</b>														
American Indian or Alaska Native	31	1082	58	16	26	0	26	30	1110	13	30	33	23	57
Asian	131	1084	40	12	44	4	48	133	1110	17	22	39	23	62
Black or African American	1,527	1057	75	14	10	0	11	1,528	1096	29	35	32	4	36
Native Hawaiian or Other Pacific Islander	12	1066	58	17	25	0	25	13	1109	15	31	23	31	54
White	2,283	1085	43	18	36	3	39	2,295	1112	13	22	40	25	65
Two or more races	50	1090	40	20	38	2	40	50	1113	12	20	44	24	68
Hispanic of any race	320	1072	57	23	19	1	20	315	1105	17	29	41	14	55
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	2,608	1068	63	17	19	1	20	2,619	1101	23	30	36	11	47
No	1,746	1084	43	18	36	3	39	1,745	1112	14	22	39	25	64
English Language Learners:														
Yes	330	1055	72	14	14	0	14	330	1097	26	35	32	7	38
No	4,024	1076	54	17	27	2	29	4,034	1106	19	26	38	18	55
Formerly Limited English Proficient														
Migrant	< 10	1059	61	25	14	0	14	36	1103	25	19	39	17	56
Homeless	175	1075	54	14	29	2	31	172	1107	16	28	37	19	56
<b>Accommodations</b>														
Standard -- All	353	1051	79	11	8	1	9	349	1096	31	32	30	7	37
Nonstandard -- All**	< 10							< 10						
Standard -- ELL Only	43	1016	95	2	2	0	2	43	1092	37	33	28	2	30
Nonstandard -- ELL Only**														

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 < 10 = No summary scores provided if fewer than 10 students.  
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 Spring 2011 Run Date: 06/02/2011 P1J00B002





# STATE DEMOGRAPHIC REPORT

## Students with Disabilities

Grade 12  
Spring 2011



	MME READING						MME WRITING						MME MATHEMATICS								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
<b>State</b>	626	1067	56	25	18	1	19	634	1034	50	44	5	0	6	608	1038	88	7	5	0	6
<b>Total Students with Disabilities</b>																					
<b>Gender</b>																					
Male	402	1064	57	24	18	0	18	401	1030	54	40	6	0	6	389	1040	86	6	7	0	7
Female	224	1071	53	27	19	1	20	233	1040	44	52	4	0	4	219	1035	91	7	2	0	2
<b>Ethnicity</b>																					
American Indian or Alaska Native	< 10							< 10							< 10						
Asian	< 10							< 10							< 10						
Black or African American	266	1054	72	20	8	0	8	270	1019	66	33	1	0	1	250	1020	96	3	1	0	1
Native Hawaiian or Other Pacific Islander								< 10							< 10						
White	310	1077	43	29	27	1	28	310	1046	38	53	9	0	10	309	1052	81	9	9	0	9
Two or more races	< 10							< 10							< 10						
Hispanic of any race	38	1065	53	34	13	0	13	40	1034	50	48	3	0	3	37	1038	89	5	5	0	5
<b>Additional Reporting Groups</b>																					
Economically Disadvantaged:																					
Yes	417	1062	62	24	14	0	14	423	1028	56	41	4	0	4	399	1031	92	4	4	0	4
No	209	1076	43	29	26	1	28	211	1045	40	51	9	0	9	209	1051	80	11	9	0	9
English Language Learners:																					
Yes	29	1060	62	31	7	0	7	30	1028	60	37	3	0	3	28	1018	96	4	0	0	0
No	597	1067	55	25	19	1	19	604	1034	50	44	5	0	6	580	1039	87	7	6	0	6
Formerly Limited English Proficient																					
Migrant	< 10							< 10							< 10						
Homeless	20	1079	50	30	15	5	20	21	1041	38	52	10	0	10	18	1050	83	11	6	0	6
<b>Accommodations</b>																					
Standard -- All	280	1071	50	28	21	1	22	253	1040	43	52	5	0	5	313	1040	89	5	5	0	5
Nonstandard -- All**	< 10														< 10						
Standard -- ELL Only	24	1063	54	38	8	0	8	23	1032	52	43	4	0	4	23	1029	96	4	0	0	0
Nonstandard -- ELL Only**																					

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 \*\* Students not included in Number of Students Assessed.  
 < 10 = No summary scores provided if fewer than 10 students.  
 Spring 2011 Run Date: 06/02/2011 P1J00B002 Page 3 of 6



# STATE DEMOGRAPHIC REPORT

## Students with Disabilities

Grade 12  
Spring 2011

	MME SCIENCE						MME SOCIAL STUDIES							
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
<b>State</b>	618	1053	78	13	8	1	9	622	1095	34	33	26	7	33
Total Students with Disabilities														
<b>Gender</b>														
Male	395	1054	75	15	9	1	10	402	1096	33	32	26	9	35
Female	223	1051	83	10	7	0	7	220	1094	35	34	27	4	31
<b>Ethnicity</b>														
American Indian or Alaska Native	< 10							< 10						
Asian	< 10							< 10						
Black or African American	258	1036	91	7	2	0	2	262	1087	47	37	14	3	17
Native Hawaiian or Other Pacific Islander	< 10							< 10						
White	311	1066	66	19	13	2	15	311	1101	24	28	36	12	48
Two or more races	< 10							< 10						
Hispanic of any race	36	1054	86	8	6	0	6	37	1095	24	46	27	3	30
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	407	1048	83	12	4	0	5	410	1092	39	34	21	5	26
No	211	1062	68	15	15	2	17	212	1101	23	30	36	11	47
English Language Learners:														
Yes	27	1030	96	0	4	0	4	27	1089	48	30	19	4	22
No	591	1054	77	14	8	1	9	595	1095	33	33	27	7	34
Formerly Limited English Proficient														
Migrant	< 10							< 10						
Homeless	18	1060	72	17	6	6	11	18	1098	22	50	17	11	28
<b>Accommodations</b>														
Standard -- All	314	1055	79	12	8	1	9	311	1097	32	31	30	7	38
Nonstandard -- All**	< 10							< 10						
Standard -- ELL Only	22	1034	95	0	5	0	5	22	1091	41	32	23	5	27
Nonstandard -- ELL Only**														

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

\*\* Students not included in Number of Students Assessed.



# STATE DEMOGRAPHIC REPORT

## All Except Students with Disabilities

Grade 12  
Spring 2011



State	MME READING						MME WRITING						MME MATHEMATICS									
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	
Total All Except Students with Disabilities	3,769	1089	29	31	39	1	40	3,938	1069	23	58	18	1	19	3,672	1071	59	16	21	4	25	
<b>Gender</b>																						
Male	1,896	1087	31	32	36	1	37	1,974	1064	28	55	16	1	17	1,850	1072	57	16	22	4	26	
Female	1,873	1091	27	31	41	1	42	1,964	1075	18	61	20	1	21	1,822	1069	62	16	20	3	23	
<b>Ethnicity</b>																						
American Indian or Alaska Native	28	1087	32	25	43	0	43	30	1067	23	63	13	0	13	27	1072	52	30	19	0	19	
Asian	130	1080	32	32	35	1	36	131	1073	25	48	24	2	27	129	1097	32	13	31	24	55	
Black or African American	1,278	1079	40	37	22	0	23	1,388	1056	32	61	6	0	6	1,228	1053	80	12	7	0	8	
Native Hawaiian or Other Pacific Islander	11	1090	27	27	45	0	45	11	1070	27	45	27	0	27	11	1061	45	27	27	0	27	
White	1,988	1096	22	27	50	2	51	2,036	1078	17	55	26	2	28	1,956	1081	48	19	29	5	33	
Two or more races	46	1097	15	33	50	2	52	46	1084	13	57	28	2	30	43	1078	49	12	35	5	40	
Hispanic of any race	288	1087	30	36	34	1	34	296	1066	22	66	13	0	13	278	1068	62	17	20	1	21	
<b>Additional Reporting Groups</b>																						
Economically Disadvantaged:																						
Yes	2,221	1084	34	33	32	1	32	2,333	1063	28	59	13	0	13	2,157	1064	68	15	15	2	17	
No	1,548	1096	21	29	49	1	50	1,605	1079	16	57	25	2	27	1,515	1081	48	17	29	6	35	
English Language Learners:																						
Yes	306	1061	56	28	16	0	16	307	1051	37	55	7	0	7	299	1064	64	15	19	2	21	
No	3,463	1092	27	32	41	1	42	3,631	1071	22	58	19	1	20	3,373	1072	59	16	21	4	25	
Formerly Limited English Proficient																						
Migrant	< 10	1085	28	42	31	0	31	36	1059	33	58	8	0	8	36	1036	81	17	3	0	3	
Homeless	157	1093	23	31	45	1	46	165	1073	20	62	18	0	18	153	1078	54	22	24	1	25	
<b>Accommodations</b>																						
Standard -- All	34	1032	82	9	9	0	9	19	1035	53	32	11	5	16	40	1045	80	8	10	3	13	
Nonstandard -- All**	< 10																					
Standard -- ELL Only	19	1017	95	5	0	0	0	< 10							21	1043	90	5	5	0	5	
Nonstandard -- ELL Only**	< 10																					

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# STATE DEMOGRAPHIC REPORT

## All Except Students with Disabilities

Grade 12  
Spring 2011

State	MME SCIENCE						MME SOCIAL STUDIES							
	No. of Students Assessed	Mean Scale Score	Percent at Level		Percent at Level		No. of Students Assessed	Mean Scale Score	Percent at Level		Percent at Level			
Total All Except Students with Disabilities	3,736	1078	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	3,742	1107	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
<b>Gender</b>														
Male	1,882	1078	51	16	31	3	33	1,885	1109	17	25	37	22	59
Female	1,854	1077	52	20	27	1	28	1,857	1105	17	27	42	14	56
<b>Ethnicity</b>														
American Indian or Alaska Native	27	1084	52	19	30	0	30	27	1111	15	26	33	26	59
Asian	130	1084	39	12	45	4	48	132	1110	16	22	39	23	62
Black or African American	1,269	1062	72	16	12	0	12	1,266	1097	25	35	36	5	40
Native Hawaiian or Other Pacific Islander	11	1072	55	18	27	0	27	12	1110	17	33	17	33	50
White	1,972	1087	39	18	39	3	42	1,984	1113	12	21	41	27	68
Two or more races	43	1094	35	19	44	2	47	43	1116	7	19	47	28	74
Hispanic of any race	284	1074	53	25	21	1	22	278	1106	16	26	42	15	58
<b>Additional Reporting Groups</b>														
Economically Disadvantaged:														
Yes	2,201	1071	60	17	22	1	23	2,209	1103	20	29	39	13	51
No	1,535	1087	40	18	39	3	42	1,533	1113	13	21	40	27	66
English Language Learners:														
Yes	303	1057	70	15	15	0	15	303	1098	24	36	33	7	40
No	3,433	1079	50	18	30	2	32	3,439	1108	16	25	40	19	59
Formerly Limited English Proficient														
Migrant	< 10	1059	61	25	14	0	14	35	1103	26	17	40	17	57
Homeless	157	1077	52	14	32	2	34	154	1108	15	26	40	19	59
<b>Accommodations</b>														
Standard -- All	39	1021	85	5	10	0	10	38	1094	29	39	26	5	32
Nonstandard -- All**														
Standard -- ELL Only	21	998	95	5	0	0	0	21	1092	33	33	33	0	33
Nonstandard -- ELL Only**														

\* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

\*\* Students not included in Number of Students Assessed.



# STATE DEMOGRAPHIC REPORT

## Functional Independence

### Grade 3

#### Fall 2010



	Accessing Print						Mathematics									
	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	1820	2317	432	23.7	457	25.1	931	51.2	1573	2314	398	25.3	395	25.1	780	49.6
Gender																
Male	1229	2317	294	23.9	307	25.0	628	51.1	1025	2316	253	24.7	242	23.6	530	51.7
Female	591	2317	138	23.4	150	25.4	303	51.3	548	2312	145	26.5	153	27.9	250	45.6
Ethnicity																
American Indian or Alaska Native	21	2315	5	23.8	6	28.6	10	47.6	16	2317	3	18.8	5	31.3	8	50.0
Asian	12	2313	2	16.7	4	33.3	6	50.0	11	2307	4	36.4	3	27.3	4	36.4
Black or African American	414	2312	121	29.2	120	29.0	173	41.8	388	2309	133	34.3	89	22.9	166	42.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1194	2318	265	22.2	280	23.5	649	54.4	1001	2316	229	22.9	253	25.3	519	51.8
Two or More Races	41	2324	9	22.0	7	17.1	25	61.0	37	2316	7	18.9	10	27.0	20	54.1
Hispanic of Any Race	135	2316	30	22.2	39	28.9	66	48.9	117	2316	22	18.8	34	29.1	61	52.1
Additional Reporting Groups																
Economically Disadvantaged: Yes	1329	2316	329	24.8	333	25.1	667	50.2	1150	2314	297	25.8	288	25.0	565	49.1
Economically Disadvantaged: No	491	2319	103	21.0	124	25.3	264	53.8	423	2315	101	23.9	107	25.3	215	50.8
English Language Learners: Yes	91	2311	26	28.6	29	31.9	36	39.6	79	2310	25	31.6	22	27.8	32	40.5
English Language Learners: No	1729	2317	406	23.5	428	24.8	895	51.8	1494	2315	373	25.0	373	25.0	748	50.1
Formerly Limited English Proficient	11	2317	2	18.2	3	27.3	6	54.5	11	2313	2	18.2	5	45.5	4	36.4
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	30	2320	3	10.0	5	16.7	22	73.3	26	2318	3	11.5	8	30.8	15	57.7
Accommodations																
Standard - All	1277	2318	287	22.5	298	23.3	692	54.2	1167	2314	285	24.4	303	26.0	579	49.6
Nonstandard - All †	(*)								(*)							
Standard ELL Only	68	2312	20	29.4	21	30.9	27	39.7	64	2310	20	31.3	18	28.1	26	40.6
Nonstandard ELL Only †	(*)								(*)							

\* &lt; 10 students assessed

† Results for these students are invalid and not reported.

() These students are not included in "All Students."



# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 4 Fall 2010



	Accessing Print						Mathematics									
	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	2196	2416	532	24.2	575	26.2	1089	49.6	1888	2423	322	17.1	483	25.6	1083	57.4
Gender																
Male	1490	2416	367	24.6	374	25.1	749	50.3	1226	2424	192	15.7	305	24.9	729	59.5
Female	706	2415	165	23.4	201	28.5	340	48.2	662	2420	130	19.6	178	26.9	354	53.5
Ethnicity																
American Indian or Alaska Native	24	2419	5	20.8	8	33.3	11	45.8	21	2421	4	19.0	5	23.8	12	57.1
Asian	24	2410	5	20.8	9	37.5	10	41.7	22	2421	4	18.2	5	22.7	13	59.1
Black or African American	559	2412	171	30.6	154	27.5	234	41.9	502	2419	105	20.9	143	28.5	254	50.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1400	2417	311	22.2	345	24.6	744	53.1	1188	2424	187	15.7	286	24.1	715	60.2
Two or More Races	43	2416	8	18.6	15	34.9	20	46.5	37	2419	6	16.2	12	32.4	19	51.4
Hispanic of Any Race	142	2415	31	21.8	44	31.0	67	47.2	115	2424	15	13.0	31	27.0	69	60.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	1615	2415	419	25.9	417	25.8	779	48.2	1392	2423	232	16.7	358	25.7	802	57.6
Economically Disadvantaged: No	581	2418	113	19.4	158	27.2	310	53.4	496	2422	90	18.1	125	25.2	281	56.7
English Language Learners: Yes	90	2411	26	28.9	27	30.0	37	41.1	75	2419	16	21.3	18	24.0	41	54.7
English Language Learners: No	2106	2416	506	24.0	548	26.0	1052	50.0	1813	2423	306	16.9	465	25.6	1042	57.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	41	2415	7	17.1	14	34.1	20	48.8	35	2424	5	14.3	10	28.6	20	57.1
Accommodations																
Standard - All	1493	2417	320	21.4	401	26.9	772	51.7	1377	2423	222	16.1	354	25.7	801	58.2
Nonstandard - All †	(*)								(*)							
Standard ELL Only	60	2414	16	26.7	16	26.7	28	46.7	58	2420	12	20.7	14	24.1	32	55.2
Nonstandard ELL Only †	(*)								(*)							

\* < 10 students assessed  
 † Results for these students are invalid and not reported.  
 () These students are not included in "All Students."



# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 4 Fall 2010



	Expressing Ideas											
	No. of Students Assessed	Mean Earned Points	Earned Point 0 #	Earned Point 0 %	Earned Point 1 #	Earned Point 1 %	Earned Point 2 #	Earned Point 2 %	Earned Point 3 #	Earned Point 3 %	Earned Point 4 #	Earned Point 4 %
State												
All Students	2114	2.0	56	2.6	501	23.7	1098	51.9	352	16.7	107	5.1
Gender												
Male	1429	1.9	39	2.7	372	26.0	734	51.4	225	15.7	59	4.1
Female	685	2.1	17	2.5	129	18.8	364	53.1	127	18.5	48	7.0
Ethnicity												
American Indian or Alaska Native	24	1.8	1	4.2	4	16.7	18	75.0	1	4.2	0	0.0
Asian	23	2.3	0	0.0	2	8.7	14	60.9	4	17.4	3	13.0
Black or African American	529	2.0	6	1.1	140	26.5	268	50.7	97	18.3	18	3.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	1355	2.0	46	3.4	319	23.5	699	51.6	219	16.2	72	5.3
Two or More Races	42	2.1	0	0.0	11	26.2	20	47.6	8	19.0	3	7.1
Hispanic of Any Race	138	2.1	3	2.2	25	18.1	76	55.1	23	16.7	11	8.0
Additional Reporting Groups												
Economically Disadvantaged: Yes	1554	2.0	39	2.5	380	24.5	818	52.6	238	15.3	79	5.1
Economically Disadvantaged: No	560	2.0	17	3.0	121	21.6	280	50.0	114	20.4	28	5.0
English Language Learners: Yes	90	2.3	3	3.3	8	8.9	51	56.7	18	20.0	10	11.1
English Language Learners: No	2024	2.0	53	2.6	493	24.4	1047	51.7	334	16.5	97	4.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	39	2.0	0	0.0	8	20.5	25	64.1	5	12.8	1	2.6
Accommodations												
Standard - All	1444	2.0	36	2.5	354	24.5	749	51.9	235	16.3	70	4.8
Nonstandard - All †	*	*	*	*	*	*	*	*	*	*	*	*
Standard ELL Only	60	2.2	3	5.0	6	10.0	33	55.0	13	21.7	5	8.3
Nonstandard ELL Only †	*	*	*	*	*	*	*	*	*	*	*	*

\* &lt; 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 5 Fall 2010



	Accessing Print						Mathematics									
	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	2183	2520	448	20.5	338	15.5	1397	64.0	1984	2512	564	28.4	578	29.1	842	42.4
Gender																
Male	1454	2521	298	20.5	218	15.0	938	64.5	1284	2514	329	25.6	369	28.7	586	45.6
Female	729	2520	150	20.6	120	16.5	459	63.0	700	2509	235	33.6	209	29.9	256	36.6
Ethnicity																
American Indian or Alaska Native	35	2520	6	17.1	5	14.3	24	68.6	29	2505	11	37.9	8	27.6	10	34.5
Asian	31	2522	5	16.1	5	16.1	21	67.7	25	2513	7	28.0	8	32.0	10	40.0
Black or African American	526	2517	136	25.9	90	17.1	300	57.0	498	2508	177	35.5	154	30.9	167	33.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1407	2522	264	18.8	203	14.4	940	66.8	1264	2514	334	26.4	356	28.2	574	45.4
Two or More Races	52	2521	7	13.5	11	21.2	34	65.4	51	2516	8	15.7	20	39.2	23	45.1
Hispanic of Any Race	131	2517	29	22.1	24	18.3	78	59.5	116	2514	27	23.3	31	26.7	58	50.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	1593	2521	317	19.9	257	16.1	1019	64.0	1427	2513	375	26.3	423	29.6	629	44.1
Economically Disadvantaged: No	590	2520	131	22.2	81	13.7	378	64.1	557	2510	189	33.9	155	27.8	213	38.2
English Language Learners: Yes	72	2517	14	19.4	14	19.4	44	61.1	62	2513	18	29.0	15	24.2	29	46.8
English Language Learners: No	2111	2521	434	20.6	324	15.3	1353	64.1	1922	2512	546	28.4	563	29.3	813	42.3
Formerly Limited English Proficient	15	2519	0	0.0	6	40.0	9	60.0	14	2523	0	0.0	6	42.9	8	57.1
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	37	2515	7	18.9	7	18.9	23	62.2	31	2515	7	22.6	9	29.0	15	48.4
Accommodations																
Standard - All	1446	2522	259	17.9	214	14.8	973	67.3	1437	2512	391	27.2	441	30.7	605	42.1
Nonstandard - All †	(*)								(*)							
Standard ELL Only	52	2519	8	15.4	11	21.2	33	63.5	47	2514	11	23.4	12	25.5	24	51.1
Nonstandard ELL Only †	(*)								(*)							

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# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 5 Fall 2010



	Science					
	No. of Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %	
State						
All Students	1816	2502	784 43.2	510 28.1	522 28.7	
Gender						
Male	1188	2504	480 40.4	331 27.9	377 31.7	
Female	628	2500	304 48.4	179 28.5	145 23.1	
Ethnicity						
American Indian or Alaska Native	30	2501	15 50.0	6 20.0	9 30.0	
Asian	26	2503	11 42.3	8 30.8	7 26.9	
Black or African American	478	2497	253 52.9	119 24.9	106 22.2	
Native Hawaiian or Other Pacific Islander	*	*	* * *	* * *	* * *	
White	1123	2504	435 38.7	329 29.3	359 32.0	
Two or More Races	45	2507	15 33.3	17 37.8	13 28.9	
Hispanic of Any Race	113	2501	54 47.8	31 27.4	28 24.8	
Additional Reporting Groups						
Economically Disadvantaged: Yes	1324	2503	555 41.9	375 28.3	394 29.8	
Economically Disadvantaged: No	492	2500	229 46.5	135 27.4	128 26.0	
English Language Learners: Yes	63	2501	28 44.4	18 28.6	17 27.0	
English Language Learners: No	1753	2502	756 43.1	492 28.1	505 28.8	
Formerly Limited English Proficient	14	2494	7 50.0	6 42.9	1 7.1	
Migrant	*	*	* * *	* * *	* * *	
Homeless	29	2503	10 34.5	9 31.0	10 34.5	
Accommodations						
Standard - All	1354	2503	551 40.7	393 29.0	410 30.3	
Nonstandard - All †	(*)					
Standard ELL Only	53	2503	20 37.7	16 30.2	17 32.1	
Nonstandard ELL Only †	(*)					

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# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 6 Fall 2010



	Accessing Print						Mathematics					
	No. of Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	2176	2627	283 13.0	411 18.9	1482 68.1	2056	2617	404 19.6	744 36.2	908 44.2		
Gender												
Male	1415	2627	191 13.5	263 18.6	961 67.9	1296	2619	228 17.6	434 33.5	634 48.9		
Female	761	2627	92 12.1	148 19.4	521 68.5	760	2613	176 23.2	310 40.8	274 36.1		
Ethnicity												
American Indian or Alaska Native	24	2625	4 16.7	6 25.0	14 58.3	24	2613	6 25.0	9 37.5	9 37.5		
Asian	18	2616	3 16.7	5 27.8	10 55.6	15	2610	5 33.3	5 33.3	5 33.3		
Black or African American	589	2623	93 15.8	122 20.7	374 63.5	580	2612	147 25.3	227 39.1	206 35.5		
Native Hawaiian or Other Pacific Islander	*	*	* *	* *	* *	*	*	* *	* *	* *		
White	1396	2628	173 12.4	249 17.8	974 69.8	1296	2619	222 17.1	455 35.1	619 47.8		
Two or More Races	34	2630	2 5.9	7 20.6	25 73.5	35	2616	5 14.3	14 40.0	16 45.7		
Hispanic of Any Race	113	2631	8 7.1	22 19.5	83 73.5	104	2618	19 18.3	34 32.7	51 49.0		
Additional Reporting Groups												
Economically Disadvantaged: Yes	1560	2627	190 12.2	288 18.5	1082 69.4	1496	2617	267 17.8	543 36.3	686 45.9		
Economically Disadvantaged: No	616	2626	93 15.1	123 20.0	400 64.9	560	2614	137 24.5	201 35.9	222 39.6		
English Language Learners: Yes	57	2628	5 8.8	12 21.1	40 70.2	48	2618	4 8.3	21 43.8	23 47.9		
English Language Learners: No	2119	2627	278 13.1	399 18.8	1442 68.1	2008	2616	400 19.9	723 36.0	885 44.1		
Formerly Limited English Proficient	*	*	* *	* *	* *	*	*	* *	* *	* *		
Migrant	*	*	* *	* *	* *	*	*	* *	* *	* *		
Homeless	44	2625	7 15.9	8 18.2	29 65.9	46	2615	6 13.0	24 52.2	16 34.8		
Accommodations												
Standard - All	1295	2628	142 11.0	251 19.4	902 69.7	1289	2616	283 22.0	438 34.0	568 44.1		
Nonstandard - All †	(*)					(*)						
Standard ELL Only	32	2630	3 9.4	7 21.9	22 68.8	27	2622	3 11.1	6 22.2	18 66.7		
Nonstandard ELL Only †	(*)					(*)						

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# STATE DEMOGRAPHIC REPORT

Functional Independence  
Grade 7  
Fall 2010



	Accessing Print						Mathematics									
	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	2184	2730	178	8.2	330	15.1	1676	76.7	2138	2712	621	29.0	596	27.9	921	43.1
Gender																
Male	1402	2729	132	9.4	221	15.8	1049	74.8	1355	2712	384	28.3	359	26.5	612	45.2
Female	782	2732	46	5.9	109	13.9	627	80.2	783	2710	237	30.3	237	30.3	309	39.5
Ethnicity																
American Indian or Alaska Native	19	2741	0	0.0	1	5.3	18	94.7	20	2717	3	15.0	5	25.0	12	60.0
Asian	17	2725	3	17.6	2	11.8	12	70.6	15	2715	4	26.7	5	33.3	6	40.0
Black or African American	625	2725	73	11.7	117	18.7	435	69.6	617	2707	237	38.4	184	29.8	196	31.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1359	2732	92	6.8	185	13.6	1082	79.6	1322	2714	327	24.7	356	26.9	639	48.3
Two or More Races	50	2731	2	4.0	8	16.0	40	80.0	52	2712	16	30.8	11	21.2	25	48.1
Hispanic of Any Race	114	2728	8	7.0	17	14.9	89	78.1	112	2709	34	30.4	35	31.3	43	38.4
Additional Reporting Groups																
Economically Disadvantaged: Yes	1563	2730	128	8.2	228	14.6	1207	77.2	1523	2712	430	28.2	429	28.2	664	43.6
Economically Disadvantaged: No	621	2731	50	8.1	102	16.4	469	75.5	615	2711	191	31.1	167	27.2	257	41.8
English Language Learners: Yes	60	2726	6	10.0	8	13.3	46	76.7	54	2708	18	33.3	19	35.2	17	31.5
English Language Learners: No	2124	2730	172	8.1	322	15.2	1630	76.7	2084	2712	603	28.9	577	27.7	904	43.4
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	33	2733	3	9.1	3	9.1	27	81.8	33	2714	10	30.3	9	27.3	14	42.4
Accommodations																
Standard - All	1300	2730	90	6.9	200	15.4	1010	77.7	1270	2711	361	28.4	370	29.1	539	42.4
Nonstandard - All †	(*)								(*)							
Standard ELL Only	38	2728	3	7.9	5	13.2	30	78.9	32	2710	9	28.1	13	40.6	10	31.3
Nonstandard ELL Only †	(*)								(*)							

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**STATE DEMOGRAPHIC REPORT**  
Functional Independence  
Grade 7  
Fall 2010



	Expressing Ideas											
	No. of Students Assessed	Mean Earned Points	Earned Point 0 #	Earned Point 0 %	Earned Point 1 #	Earned Point 1 %	Earned Point 2 #	Earned Point 2 %	Earned Point 3 #	Earned Point 3 %	Earned Point 4 #	Earned Point 4 %
State												
All Students	2103	2.0	72	3.4	375	17.8	1225	58.3	357	17.0	74	3.5
Gender												
Male	1350	1.9	53	3.9	277	20.5	790	58.5	202	15.0	28	2.1
Female	753	2.1	19	2.5	98	13.0	435	57.8	155	20.6	46	6.1
Ethnicity												
American Indian or Alaska Native	19	2.1	1	5.3	2	10.5	10	52.6	6	31.6	0	0.0
Asian	15	2.0	1	6.7	1	6.7	10	66.7	3	20.0	0	0.0
Black or African American	595	1.9	21	3.5	119	20.0	348	58.5	84	14.1	23	3.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	1315	2.0	45	3.4	220	16.7	762	57.9	241	18.3	47	3.6
Two or More Races	50	1.9	2	4.0	11	22.0	30	60.0	6	12.0	1	2.0
Hispanic of Any Race	109	2.0	2	1.8	22	20.2	65	59.6	17	15.6	3	2.8
Additional Reporting Groups												
Economically Disadvantaged: Yes	1518	2.0	54	3.6	265	17.5	907	59.7	245	16.1	47	3.1
Economically Disadvantaged: No	585	2.0	18	3.1	110	18.8	318	54.4	112	19.1	27	4.6
English Language Learners: Yes	59	2.2	0	0.0	9	15.3	35	59.3	12	20.3	3	5.1
English Language Learners: No	2044	2.0	72	3.5	366	17.9	1190	58.2	345	16.9	71	3.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	33	2.0	0	0.0	8	24.2	17	51.5	7	21.2	1	3.0
Accommodations												
Standard - All	1250	2.0	39	3.1	226	18.1	752	60.2	195	15.6	38	3.0
Nonstandard - All †	*	*	*	*	*	*	*	*	*	*	*	*
Standard ELL Only	37	2.1	0	0.0	5	13.5	24	64.9	6	16.2	2	5.4
Nonstandard ELL Only †	*	*	*	*	*	*	*	*	*	*	*	*

\* &lt; 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 8 Fall 2010



	Accessing Print						Mathematics									
	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	2165	2833	181	8.4	488	22.5	1496	69.1	2082	2816	438	21.0	660	31.7	984	47.3
Gender																
Male	1412	2833	139	9.8	322	22.8	951	67.4	1318	2817	255	19.3	391	29.7	672	51.0
Female	753	2834	42	5.6	166	22.0	545	72.4	764	2813	183	24.0	269	35.2	312	40.8
Ethnicity																
American Indian or Alaska Native	26	2838	2	7.7	2	7.7	22	84.6	22	2816	5	22.7	5	22.7	12	54.5
Asian	19	2830	0	0.0	6	31.6	13	68.4	20	2817	2	10.0	6	30.0	12	60.0
Black or African American	616	2829	75	12.2	153	24.8	388	63.0	597	2812	163	27.3	198	33.2	236	39.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1368	2836	89	6.5	292	21.3	987	72.1	1313	2817	235	17.9	417	31.8	661	50.3
Two or More Races	26	2839	1	3.8	5	19.2	20	76.9	25	2816	5	20.0	8	32.0	12	48.0
Hispanic of Any Race	108	2829	14	13.0	29	26.9	65	60.2	103	2814	28	27.2	26	25.2	49	47.6
Additional Reporting Groups																
Economically Disadvantaged: Yes	1467	2833	127	8.7	330	22.5	1010	68.8	1399	2815	279	19.9	458	32.7	662	47.3
Economically Disadvantaged: No	698	2834	54	7.7	158	22.6	486	69.6	683	2816	159	23.3	202	29.6	322	47.1
English Language Learners: Yes	57	2826	6	10.5	14	24.6	37	64.9	55	2811	18	32.7	12	21.8	25	45.5
English Language Learners: No	2108	2834	175	8.3	474	22.5	1459	69.2	2027	2816	420	20.7	648	32.0	959	47.3
Formerly Limited English Proficient	10	2839	1	10.0	2	20.0	7	70.0	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	27	2835	4	14.8	3	11.1	20	74.1	28	2812	6	21.4	12	42.9	10	35.7
Accommodations																
Standard - All	1181	2833	86	7.3	276	23.4	819	69.3	1126	2815	232	20.6	361	32.1	533	47.3
Nonstandard - All †	(*)								(*)							
Standard ELL Only	35	2827	3	8.6	9	25.7	23	65.7	35	2813	13	37.1	3	8.6	19	54.3
Nonstandard ELL Only †	(*)								(*)							

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# STATE DEMOGRAPHIC REPORT

## Functional Independence Grade 8 Fall 2010



	Science				
	No. of Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %
State					
All Students	1956	2799	1077 55.1	316 16.2	563 28.8
Gender					
Male	1247	2800	650 52.1	187 15.0	410 32.9
Female	709	2796	427 60.2	129 18.2	153 21.6
Ethnicity					
American Indian or Alaska Native	21	2801	11 52.4	5 23.8	5 23.8
Asian	19	2793	11 57.9	4 21.1	4 21.1
Black or African American	569	2790	386 67.8	72 12.7	111 19.5
Native Hawaiian or Other Pacific Islander	*	*	* * *	* * *	* * *
White	1223	2803	589 48.2	213 17.4	421 34.4
Two or More Races	25	2804	9 36.0	9 36.0	7 28.0
Hispanic of Any Race	97	2792	69 71.1	13 13.4	15 15.5
Additional Reporting Groups					
Economically Disadvantaged: Yes	1315	2798	736 56.0	206 15.7	373 28.4
Economically Disadvantaged: No	641	2799	341 53.2	110 17.2	190 29.6
English Language Learners: Yes	48	2786	36 75.0	5 10.4	7 14.6
English Language Learners: No	1908	2799	1041 54.6	311 16.3	556 29.1
Formerly Limited English Proficient	*	*	* * *	* * *	* * *
Migrant	*	*	* * *	* * *	* * *
Homeless	23	2794	14 60.9	2 8.7	7 30.4
Accommodations					
Standard - All	1140	2799	621 54.5	188 16.5	331 29.0
Nonstandard - All †	(*)				
Standard ELL Only	31	2785	23 74.2	5 16.1	3 9.7
Nonstandard ELL Only †	(*)				

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# STATE DEMOGRAPHIC REPORT

## Supported Independence Grade 3 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	513	37	76 14.8	225 43.9	212 41.3	511	36	64 12.5	231 45.2	216 42.3		
Gender												
Male	360	37	54 15.0	167 46.4	139 38.6	360	35	49 13.6	175 48.6	136 37.8		
Female	153	39	22 14.4	58 37.9	73 47.7	151	39	15 9.9	56 37.1	80 53.0		
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*		
Asian	*	*	*	*	*	*	*	*	*	*		
Black or African American	120	37	18 15.0	51 42.5	51 42.5	118	37	16 13.6	48 40.7	54 45.8		
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*		
White	348	38	49 14.1	157 45.1	142 40.8	348	36	41 11.8	163 46.8	144 41.4		
Two or More Races	*	*	*	*	*	*	*	*	*	*		
Hispanic of Any Race	28	38	6 21.4	8 28.6	14 50.0	28	37	3 10.7	13 46.4	12 42.9		
Additional Reporting Groups												
Economically Disadvantaged: Yes	282	38	38 13.5	113 40.1	131 46.5	280	37	36 12.9	113 40.4	131 46.8		
Economically Disadvantaged: No	231	36	38 16.5	112 48.5	81 35.1	231	35	28 12.1	118 51.1	85 36.8		
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*		
English Language Learners: No	504	37	75 14.9	221 43.8	208 41.3	502	36	64 12.7	226 45.0	212 42.2		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		

\* < 10 students assessed

† Results for these students are invalid and not reported.

() These students are not included in "All Students."



# STATE DEMOGRAPHIC REPORT

## Supported Independence Grade 4 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	513	40	114 22.2	210 40.9	189 36.8	511	38	85 16.6	217 42.5	209 40.9		
Gender												
Male	351	40	77 21.9	146 41.6	128 36.5	350	38	62 17.7	153 43.7	135 38.6		
Female	162	40	37 22.8	64 39.5	61 37.7	161	39	23 14.3	64 39.8	74 46.0		
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*		
Asian	12	44	2 16.7	3 25.0	7 58.3	12	40	2 16.7	3 25.0	7 58.3		
Black or African American	126	39	32 25.4	48 38.1	46 36.5	125	39	23 18.4	47 37.6	55 44.0		
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*		
White	333	40	74 22.2	143 42.9	116 34.8	332	37	56 16.9	152 45.8	124 37.3		
Two or More Races	*	*	*	*	*	*	*	*	*	*		
Hispanic of Any Race	31	42	5 16.1	12 38.7	14 45.2	31	40	4 12.9	11 35.5	16 51.6		
Additional Reporting Groups												
Economically Disadvantaged: Yes	283	40	57 20.1	118 41.7	108 38.2	282	39	44 15.6	114 40.4	124 44.0		
Economically Disadvantaged: No	230	39	57 24.8	92 40.0	81 35.2	229	37	41 17.9	103 45.0	85 37.1		
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*		
English Language Learners: No	505	40	113 22.4	206 40.8	186 36.8	503	38	84 16.7	213 42.3	206 41.0		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		

\* < 10 students assessed

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() These students are not included in "All Students."





# STATE DEMOGRAPHIC REPORT

## Supported Independence Grade 5 Fall 2010



	English Language Arts						Mathematics									
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	488	42	121	24.8	195	40.0	172	35.2	486	40	75	15.4	235	48.4	176	36.2
Gender																
Male	338	42	82	24.3	135	39.9	121	35.8	336	41	52	15.5	161	47.9	123	36.6
Female	150	42	39	26.0	60	40.0	51	34.0	150	40	23	15.3	74	49.3	53	35.3
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	132	42	34	25.8	51	38.6	47	35.6	131	41	20	15.3	56	42.7	55	42.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	311	42	82	26.4	121	38.9	108	34.7	310	40	51	16.5	156	50.3	103	33.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	31	45	3	9.7	16	51.6	12	38.7	31	45	2	6.5	14	45.2	15	48.4
Additional Reporting Groups																
Economically Disadvantaged: Yes	267	44	52	19.5	107	40.1	108	40.4	266	43	32	12.0	121	45.5	113	42.5
Economically Disadvantaged: No	221	39	69	31.2	88	39.8	64	29.0	220	37	43	19.5	114	51.8	63	28.6
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	479	42	120	25.1	189	39.5	170	35.5	477	40	75	15.7	230	48.2	172	36.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\* < 10 students assessed  
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# STATE DEMOGRAPHIC REPORT

Supported Independence  
Grade 5  
Fall 2010



	Science				
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %
State					
All Students	468	47	102 21.8	284 60.7	82 17.5
Gender					
Male	320	47	72 22.5	188 58.8	60 18.8
Female	148	48	30 20.3	96 64.9	22 14.9
Ethnicity					
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	126	46	32 25.4	68 54.0	26 20.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	299	48	64 21.4	184 61.5	51 17.1
Two or More Races	*	*	*	*	*
Hispanic of Any Race	31	49	3 9.7	24 77.4	4 12.9
Additional Reporting Groups					
Economically Disadvantaged: Yes	258	50	37 14.3	162 62.8	59 22.9
Economically Disadvantaged: No	210	44	65 31.0	122 58.1	23 11.0
English Language Learners: Yes	*	*	*	*	*
English Language Learners: No	459	47	101 22.0	277 60.3	81 17.6
Formerly Limited English Proficient	*	*	*	*	*
Migrant	*	*	*	*	*
Homeless	*	*	*	*	*

\* < 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Supported Independence

### Grade 6

#### Fall 2010



	English Language Arts						Mathematics									
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	469	36	104	22.2	164	35.0	201	42.9	468	32	66	14.1	227	48.5	175	37.4
Gender																
Male	298	36	67	22.5	107	35.9	124	41.6	298	32	39	13.1	148	49.7	111	37.2
Female	171	37	37	21.6	57	33.3	77	45.0	170	31	27	15.9	79	46.5	64	37.6
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	16	36	2	12.5	10	62.5	4	25.0	16	37	0	0.0	7	43.8	9	56.3
Black or African American	98	34	24	24.5	39	39.8	35	35.7	98	30	20	20.4	44	44.9	34	34.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	318	37	65	20.4	103	32.4	150	47.2	318	32	38	11.9	157	49.4	123	38.7
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	27	33	8	29.6	12	44.4	7	25.9	27	29	7	25.9	14	51.9	6	22.2
Additional Reporting Groups																
Economically Disadvantaged: Yes	264	36	54	20.5	95	36.0	115	43.6	264	32	41	15.5	121	45.8	102	38.6
Economically Disadvantaged: No	205	35	50	24.4	69	33.7	86	42.0	204	31	25	12.3	106	52.0	73	35.8
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	461	36	102	22.1	160	34.7	199	43.2	460	32	63	13.7	225	48.9	172	37.4
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\* &lt; 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Supported Independence Grade 7 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	488	39	104 21.3	190 38.9	194 39.8	485	34	80 16.5	232 47.8	173 35.7		
Gender												
Male	322	38	74 23.0	130 40.4	118 36.6	320	35	53 16.6	146 45.6	121 37.8		
Female	166	41	30 18.1	60 36.1	76 45.8	165	33	27 16.4	86 52.1	52 31.5		
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*		
Asian	*	*	*	*	*	*	*	*	*	*		
Black or African American	117	39	26 22.2	44 37.6	47 40.2	117	34	21 17.9	55 47.0	41 35.0		
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*		
White	324	39	67 20.7	129 39.8	128 39.5	323	35	48 14.9	155 48.0	120 37.2		
Two or More Races	*	*	*	*	*	*	*	*	*	*		
Hispanic of Any Race	27	40	6 22.2	7 25.9	14 51.9	27	33	6 22.2	11 40.7	10 37.0		
Additional Reporting Groups												
Economically Disadvantaged: Yes	265	41	51 19.2	95 35.8	119 44.9	265	36	33 12.5	120 45.3	112 42.3		
Economically Disadvantaged: No	223	37	53 23.8	95 42.6	75 33.6	220	32	47 21.4	112 50.9	61 27.7		
English Language Learners: Yes	10	39	0 0.0	8 80.0	2 20.0	*	*	*	*	*		
English Language Learners: No	478	39	104 21.8	182 38.1	192 40.2	476	34	80 16.8	227 47.7	169 35.5		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		

\* < 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Supported Independence Grade 8 Fall 2010



	English Language Arts						Mathematics									
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	511	41	100	19.6	197	38.6	214	41.9	512	37	61	11.9	240	46.9	211	41.2
Gender																
Male	320	41	70	21.9	119	37.2	131	40.9	320	37	36	11.3	152	47.5	132	41.3
Female	191	42	30	15.7	78	40.8	83	43.5	192	36	25	13.0	88	45.8	79	41.1
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	10	34	3	30.0	6	60.0	1	10.0	10	34	1	10.0	7	70.0	2	20.0
Black or African American	112	42	18	16.1	44	39.3	50	44.6	113	38	13	11.5	45	39.8	55	48.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	353	41	69	19.5	135	38.2	149	42.2	353	37	41	11.6	170	48.2	142	40.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	25	37	9	36.0	6	24.0	10	40.0	25	32	6	24.0	10	40.0	9	36.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	273	43	43	15.8	101	37.0	129	47.3	273	39	20	7.3	127	46.5	126	46.2
Economically Disadvantaged: No	238	39	57	23.9	96	40.3	85	35.7	239	35	41	17.2	113	47.3	85	35.6
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	502	41	100	19.9	194	38.6	208	41.4	503	37	61	12.1	235	46.7	207	41.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\* < 10 students assessed

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# STATE DEMOGRAPHIC REPORT

Supported Independence  
Grade 8  
Fall 2010



	Science							
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State								
All Students	498	46	132	26.5	231	46.4	135	27.1
Gender								
Male	311	46	86	27.7	133	42.8	92	29.6
Female	187	46	46	24.6	98	52.4	43	23.0
Ethnicity								
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black or African American	108	46	24	22.2	58	53.7	26	24.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	346	47	89	25.7	159	46.0	98	28.3
Two or More Races	*	*	*	*	*	*	*	*
Hispanic of Any Race	24	40	10	41.7	7	29.2	7	29.2
Additional Reporting Groups								
Economically Disadvantaged: Yes	262	49	54	20.6	124	47.3	84	32.1
Economically Disadvantaged: No	236	44	78	33.1	107	45.3	51	21.6
English Language Learners: Yes	*	*	*	*	*	*	*	*
English Language Learners: No	489	46	129	26.4	227	46.4	133	27.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*

\* < 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Participation Grade 3 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	
State												
All Students	389	25	150 38.6	182 46.8	57 14.7		389	27	130 33.4	124 31.9	135 34.7	
Gender												
Male	257	25	102 39.7	125 48.6	30 11.7		258	27	84 32.6	84 32.6	90 34.9	
Female	132	27	48 36.4	57 43.2	27 20.5		131	28	46 35.1	40 30.5	45 34.4	
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*		*	*	*	*	*	
Asian	10	17	7 70.0	2 20.0	1 10.0		10	17	6 60.0	3 30.0	1 10.0	
Black or African American	89	27	31 34.8	41 46.1	17 19.1		89	29	28 31.5	29 32.6	32 36.0	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*		*	*	*	*	*	
White	260	25	105 40.4	119 45.8	36 13.8		260	26	86 33.1	85 32.7	89 34.2	
Two or More Races	*	*	*	*	*		*	*	*	*	*	
Hispanic of Any Race	25	32	5 20.0	17 68.0	3 12.0		25	31	8 32.0	6 24.0	11 44.0	
Additional Reporting Groups												
Economically Disadvantaged: Yes	203	27	75 36.9	96 47.3	32 15.8		203	28	64 31.5	68 33.5	71 35.0	
Economically Disadvantaged: No	186	24	75 40.3	86 46.2	25 13.4		186	26	66 35.5	56 30.1	64 34.4	
English Language Learners: Yes	11	28	4 36.4	6 54.5	1 9.1		11	31	3 27.3	3 27.3	5 45.5	
English Language Learners: No	378	25	146 38.6	176 46.6	56 14.8		378	27	127 33.6	121 32.0	130 34.4	
Formerly Limited English Proficient	*	*	*	*	*		*	*	*	*	*	
Migrant	*	*	*	*	*		*	*	*	*	*	
Homeless	*	*	*	*	*		*	*	*	*	*	

\* < 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Participation Grade 4 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	338	27	122 36.1	155 45.9	61 18.0	338	29	112 33.1	120 35.5	106 31.4		
Gender												
Male	228	27	86 37.7	99 43.4	43 18.9	228	30	73 32.0	83 36.4	72 31.6		
Female	110	28	36 32.7	56 50.9	18 16.4	110	28	39 35.5	37 33.6	34 30.9		
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*		
Asian	*	*	*	*	*	*	*	*	*	*		
Black or African American	77	30	26 33.8	33 42.9	18 23.4	77	30	26 33.8	26 33.8	25 32.5		
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*		
White	223	27	80 35.9	107 48.0	36 16.1	222	29	69 31.1	83 37.4	70 31.5		
Two or More Races	*	*	*	*	*	*	*	*	*	*		
Hispanic of Any Race	25	25	10 40.0	10 40.0	5 20.0	25	29	10 40.0	7 28.0	8 32.0		
Additional Reporting Groups												
Economically Disadvantaged: Yes	176	29	59 33.5	80 45.5	37 21.0	175	31	54 30.9	54 30.9	67 38.3		
Economically Disadvantaged: No	162	26	63 38.9	75 46.3	24 14.8	163	27	58 35.6	66 40.5	39 23.9		
English Language Learners: Yes	13	35	3 23.1	5 38.5	5 38.5	13	33	5 38.5	2 15.4	6 46.2		
English Language Learners: No	325	27	119 36.6	150 46.2	56 17.2	325	29	107 32.9	118 36.3	100 30.8		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		

\* < 10 students assessed

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# STATE DEMOGRAPHIC REPORT

## Participation Grade 5 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	325	25	140 43.1	138 42.5	47 14.5	324	26	145 44.8	108 33.3	71 21.9		
Gender												
Male	214	25	90 42.1	94 43.9	30 14.0	214	26	92 43.0	73 34.1	49 22.9		
Female	111	26	50 45.0	44 39.6	17 15.3	110	26	53 48.2	35 31.8	22 20.0		
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*		
Asian	*	*	*	*	*	*	*	*	*	*		
Black or African American	85	27	33 38.8	36 42.4	16 18.8	84	27	39 46.4	22 26.2	23 27.4		
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*		
White	209	25	92 44.0	88 42.1	29 13.9	209	26	90 43.1	76 36.4	43 20.6		
Two or More Races	*	*	*	*	*	*	*	*	*	*		
Hispanic of Any Race	19	18	12 63.2	6 31.6	1 5.3	19	23	11 57.9	5 26.3	3 15.8		
Additional Reporting Groups												
Economically Disadvantaged: Yes	170	25	74 43.5	69 40.6	27 15.9	169	26	74 43.8	60 35.5	35 20.7		
Economically Disadvantaged: No	155	26	66 42.6	69 44.5	20 12.9	155	26	71 45.8	48 31.0	36 23.2		
English Language Learners: Yes	12	28	4 33.3	7 58.3	1 8.3	12	30	5 41.7	4 33.3	3 25.0		
English Language Learners: No	313	25	136 43.5	131 41.9	46 14.7	312	26	140 44.9	104 33.3	68 21.8		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		

\* < 10 students assessed  
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## STATE DEMOGRAPHIC REPORT

Participation  
Grade 5  
Fall 2010



	Science				
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %
State					
All Students	311	38	106 34.1	177 56.9	28 9.0
Gender					
Male	201	37	76 37.8	113 56.2	12 6.0
Female	110	40	30 27.3	64 58.2	16 14.5
Ethnicity					
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	83	42	24 28.9	47 56.6	12 14.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	199	37	73 36.7	111 55.8	15 7.5
Two or More Races	*	*	*	*	*
Hispanic of Any Race	18	33	7 38.9	10 55.6	1 5.6
Additional Reporting Groups					
Economically Disadvantaged: Yes	165	39	54 32.7	95 57.6	16 9.7
Economically Disadvantaged: No	146	38	52 35.6	82 56.2	12 8.2
English Language Learners: Yes	12	48	1 8.3	9 75.0	2 16.7
English Language Learners: No	299	38	105 35.1	168 56.2	26 8.7
Formerly Limited English Proficient	*	*	*	*	*
Migrant	*	*	*	*	*
Homeless	*	*	*	*	*

\* &lt; 10 students assessed

† Results for these students are invalid and not reported.

() These students are not included in "All Students."



# STATE DEMOGRAPHIC REPORT

## Participation Grade 6 Fall 2010



	English Language Arts						Mathematics									
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	302	25	119	39.4	124	41.1	59	19.5	301	27	126	41.9	104	34.6	71	23.6
Gender																
Male	183	26	67	36.6	79	43.2	37	20.2	182	28	75	41.2	59	32.4	48	26.4
Female	119	24	52	43.7	45	37.8	22	18.5	119	26	51	42.9	45	37.8	23	19.3
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	69	27	24	34.8	30	43.5	15	21.7	68	28	27	39.7	22	32.4	19	27.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	208	25	85	40.9	84	40.4	39	18.8	208	28	82	39.4	77	37.0	49	23.6
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	12	16	6	50.0	5	41.7	1	8.3	12	17	8	66.7	3	25.0	1	8.3
Additional Reporting Groups																
Economically Disadvantaged: Yes	142	28	50	35.2	61	43.0	31	21.8	141	30	51	36.2	53	37.6	37	26.2
Economically Disadvantaged: No	160	23	69	43.1	63	39.4	28	17.5	160	25	75	46.9	51	31.9	34	21.3
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	299	25	118	39.5	122	40.8	59	19.7	298	27	124	41.6	103	34.6	71	23.8
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\* < 10 students assessed  
 † Results for these students are invalid and not reported.  
 () These students are not included in "All Students."



# STATE DEMOGRAPHIC REPORT

## Participation Grade 7 Fall 2010



	English Language Arts						Mathematics									
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
State																
All Students	287	27	113	39.4	112	39.0	62	21.6	288	26	139	48.3	95	33.0	54	18.8
Gender																
Male	177	26	70	39.5	68	38.4	39	22.0	178	27	82	46.1	64	36.0	32	18.0
Female	110	27	43	39.1	44	40.0	23	20.9	110	26	57	51.8	31	28.2	22	20.0
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	63	22	31	49.2	24	38.1	8	12.7	63	22	34	54.0	21	33.3	8	12.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	200	27	73	36.5	84	42.0	43	21.5	201	27	97	48.3	67	33.3	37	18.4
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	12	32	4	33.3	4	33.3	4	33.3	12	32	4	33.3	5	41.7	3	25.0
Additional Reporting Groups																
Economically Disadvantaged: Yes	127	26	52	40.9	49	38.6	26	20.5	127	26	61	48.0	38	29.9	28	22.0
Economically Disadvantaged: No	160	27	61	38.1	63	39.4	36	22.5	161	26	78	48.4	57	35.4	26	16.1
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	283	27	111	39.2	111	39.2	61	21.6	284	26	137	48.2	93	32.7	54	19.0
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\* < 10 students assessed

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() These students are not included in "All Students."



# STATE DEMOGRAPHIC REPORT

## Participation Grade 8 Fall 2010



	English Language Arts						Mathematics					
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %		
State												
All Students	266	27	104 39.1	117 44.0	45 16.9	265	27	126 47.5	105 39.6	34 12.8		
Gender												
Male	167	29	60 35.9	79 47.3	28 16.8	167	29	71 42.5	71 42.5	25 15.0		
Female	99	25	44 44.4	38 38.4	17 17.2	98	24	55 56.1	34 34.7	9 9.2		
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*		
Asian	*	*	*	*	*	*	*	*	*	*		
Black or African American	62	27	24 38.7	29 46.8	9 14.5	61	26	28 45.9	26 42.6	7 11.5		
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*		
White	174	27	69 39.7	76 43.7	29 16.7	174	27	88 50.6	63 36.2	23 13.2		
Two or More Races	*	*	*	*	*	*	*	*	*	*		
Hispanic of Any Race	18	26	9 50.0	4 22.2	5 27.8	18	28	7 38.9	8 44.4	3 16.7		
Additional Reporting Groups												
Economically Disadvantaged: Yes	127	28	45 35.4	56 44.1	26 20.5	126	28	60 47.6	50 39.7	16 12.7		
Economically Disadvantaged: No	139	26	59 42.4	61 43.9	19 13.7	139	27	66 47.5	55 39.6	18 12.9		
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*		
English Language Learners: No	261	27	102 39.1	115 44.1	44 16.9	260	27	125 48.1	102 39.2	33 12.7		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		

\* < 10 students assessed  
 † Results for these students are invalid and not reported.  
 () These students are not included in "All Students."



## STATE DEMOGRAPHIC REPORT

Participation  
Grade 8  
Fall 2010



	Science				
	No. of Students Assessed	Mean Earned Points	Emerging # %	Attained # %	Surpassed # %
State					
All Students	253	42	78 30.8	149 58.9	26 10.3
Gender					
Male	158	45	42 26.6	97 61.4	19 12.0
Female	95	37	36 37.9	52 54.7	7 7.4
Ethnicity					
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	59	42	20 33.9	32 54.2	7 11.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	166	42	51 30.7	99 59.6	16 9.6
Two or More Races	*	*	*	*	*
Hispanic of Any Race	16	42	5 31.3	10 62.5	1 6.3
Additional Reporting Groups					
Economically Disadvantaged: Yes	120	43	43 35.8	60 50.0	17 14.2
Economically Disadvantaged: No	133	42	35 26.3	89 66.9	9 6.8
English Language Learners: Yes	*	*	*	*	*
English Language Learners: No	248	42	77 31.0	146 58.9	25 10.1
Formerly Limited English Proficient	*	*	*	*	*
Migrant	*	*	*	*	*
Homeless	*	*	*	*	*

\* &lt; 10 students assessed

† Results for these students are invalid and not reported.

() These students are not included in "All Students."

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District 1	1	School	1	XXXXXXXXXXXXXX	BTO		
District 2	2	School	1	XXXXXXXXXXXXXX		C	
District 3	3	School	1	XXXXXXXXXXXXXX			F
District 4	4	School	1	XXXXXXXXXXXXXX		E	
District 5	5	School	1	XXXXXXXXXXXXXX			F
District 6	6	School	1	XXXXXXXXXXXXXX		C	
District 7	7	School	1	XXXXXXXXXXXXXX		E	
District 8	8	School	1	XXXXXXXXXXXXXX	B, BTO		
District 9	9	School	1	XXXXXXXXXXXXXX	B		
District 10	10	School	1	XXXXXXXXXXXXXX	B		
District 11	11	School	1	XXXXXXXXXXXXXX			F
District 12	12	School	1	XXXXXXXXXXXXXX	A		
District 13	13	School	1	XXXXXXXXXXXXXX			F
District 14	14	School	1	XXXXXXXXXXXXXX			F
District 14	14	School	2	XXXXXXXXXXXXXX			F
District 14	14	School	3	XXXXXXXXXXXXXX	A		
District 14	14	School	4	XXXXXXXXXXXXXX			F
District 14	14	School	5	XXXXXXXXXXXXXX			F
District 14	14	School	6	XXXXXXXXXXXXXX			F
District 14	14	School	7	XXXXXXXXXXXXXX			F
District 14	14	School	8	XXXXXXXXXXXXXX			F
District 14	14	School	9	XXXXXXXXXXXXXX	A		
District 14	14	School	10	XXXXXXXXXXXXXX			F
District 14	14	School	11	XXXXXXXXXXXXXX			F
District 14	14	School	12	XXXXXXXXXXXXXX			F
District 14	14	School	13	XXXXXXXXXXXXXX			F
District 14	14	School	14	XXXXXXXXXXXXXX			F
District 14	14	School	15	XXXXXXXXXXXXXX			F
District 14	14	School	16	XXXXXXXXXXXXXX			F
District 14	14	School	17	XXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District 14	14	School	18	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	19	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	20	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	21	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	22	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	23	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	24	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	25	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	26	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	27	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	28	XXXXXXXXXXXXXXXXXX			F
District 14	14	School	29	XXXXXXXXXXXXXXXXXX			F
District 15	15	School	1	XXXXXXXXXXXXXXXXXX	B		F
District 16	16	School	1	XXXXXXXXXXXXXXXXXX	B		
District 17	17	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District 18	18	School	1	XXXXXXXXXXXXXXXXXX			F
District 18	18	School	2	XXXXXXXXXXXXXXXXXX			F
District 18	18	School	3	XXXXXXXXXXXXXXXXXX			F
District 19	19	School	1	XXXXXXXXXXXXXXXXXX			C
District 20	20	School	1	XXXXXXXXXXXXXXXXXX			F
District 21	21	School	1	XXXXXXXXXXXXXXXXXX			F
District 21	21	School	2	XXXXXXXXXXXXXXXXXX			C
District 21	21	School	3	XXXXXXXXXXXXXXXXXX	BTO		
District 21	21	School	4	XXXXXXXXXXXXXXXXXX			F
District 21	21	School	5	XXXXXXXXXXXXXXXXXX			C
District 22	22	School	1	XXXXXXXXXXXXXXXXXX			F
District 22	22	School	2	XXXXXXXXXXXXXXXXXX			F
District 22	22	School	3	XXXXXXXXXXXXXXXXXX	A, B, BTO		
District 23	23	School	1	XXXXXXXXXXXXXXXXXX			C
District 24	24	School	1	XXXXXXXXXXXXXXXXXX			C

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011



**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	24	School	2	XXXXXXXXXXXXXXXX		C	
District	25	School	1	XXXXXXXXXXXXXXXX			F
District	26	School	1	XXXXXXXXXXXXXXXX	B		
District	27	School	1	XXXXXXXXXXXXXXXX			F
District	28	School	1	XXXXXXXXXXXXXXXX		C	
District	28	School	2	XXXXXXXXXXXXXXXX		C	
District	28	School	3	XXXXXXXXXXXXXXXX	BTO		
District	28	School	4	XXXXXXXXXXXXXXXX		C	
District	28	School	5	XXXXXXXXXXXXXXXX		C	
District	28	School	6	XXXXXXXXXXXXXXXX		C	
District	29	School	1	XXXXXXXXXXXXXXXX	B		
District	29	School	2	XXXXXXXXXXXXXXXX	B, BTO		
District	29	School	3	XXXXXXXXXXXXXXXX	BTO		
District	30	School	1	XXXXXXXXXXXXXXXX	A, BTO		
District	30	School	2	XXXXXXXXXXXXXXXX			F
District	30	School	3	XXXXXXXXXXXXXXXX			F
District	31	School	1	XXXXXXXXXXXXXXXX			F
District	32	School	1	XXXXXXXXXXXXXXXX			F
District	33	School	1	XXXXXXXXXXXXXXXX			F
District	34	School	1	XXXXXXXXXXXXXXXX			F
District	35	School	1	XXXXXXXXXXXXXXXX			F
District	35	School	2	XXXXXXXXXXXXXXXX	A, BTO		
District	35	School	3	XXXXXXXXXXXXXXXX	A		
District	35	School	4	XXXXXXXXXXXXXXXX	A		
District	35	School	5	XXXXXXXXXXXXXXXX	A		
District	35	School	6	XXXXXXXXXXXXXXXX			F
District	35	School	7	XXXXXXXXXXXXXXXX	A, B		
District	35	School	8	XXXXXXXXXXXXXXXX	A		
District	36	School	1	XXXXXXXXXXXXXXXX			F
District	37	School	1	XXXXXXXXXXXXXXXX	B		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	38	School	1	XXXXXXXXXXXXXXXX		C	
District	39	School	1	XXXXXXXXXXXXXXXX			F
District	39	School	2	XXXXXXXXXXXXXXXX			F
District	40	School	1	XXXXXXXXXXXXXXXX	A		
District	40	School	2	XXXXXXXXXXXXXXXX	A		
District	41	School	1	XXXXXXXXXXXXXXXX			F
District	41	School	2	XXXXXXXXXXXXXXXX			F
District	42	School	1	XXXXXXXXXXXXXXXX		E	
District	42	School	2	XXXXXXXXXXXXXXXX			F
District	42	School	3	XXXXXXXXXXXXXXXX			F
District	42	School	4	XXXXXXXXXXXXXXXX			F
District	43	School	1	XXXXXXXXXXXXXXXX		C	
District	43	School	2	XXXXXXXXXXXXXXXX		C,E	
District	43	School	3	XXXXXXXXXXXXXXXX		C	
District	44	School	1	XXXXXXXXXXXXXXXX	B, BTO		
District	45	School	1	XXXXXXXXXXXXXXXX			F
District	45	School	2	XXXXXXXXXXXXXXXX	A, BTO		
District	45	School	3	XXXXXXXXXXXXXXXX	A, BTO		
District	46	School	1	XXXXXXXXXXXXXXXX	A, BTO		
District	46	School	2	XXXXXXXXXXXXXXXX	A		
District	46	School	3	XXXXXXXXXXXXXXXX	A		
District	47	School	1	XXXXXXXXXXXXXXXX	A		
District	48	School	1	XXXXXXXXXXXXXXXX		C	
District	49	School	1	XXXXXXXXXXXXXXXX			F
District	50	School	1	XXXXXXXXXXXXXXXX	BTO		
District	51	School	1	XXXXXXXXXXXXXXXX	BTO		
District	52	School	1	XXXXXXXXXXXXXXXX		C	
District	53	School	1	XXXXXXXXXXXXXXXX			F
District	54	School	1	XXXXXXXXXXXXXXXX			F
District	55	School	1	XXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	55	School	2	XXXXXXXXXXXXXX	BTO		
District	55	School	3	XXXXXXXXXXXXXX			F
District	55	School	4	XXXXXXXXXXXXXX			F
District	56	School	1	XXXXXXXXXXXXXX	B, BTO		
District	57	School	1	XXXXXXXXXXXXXX		E	
District	58	School	1	XXXXXXXXXXXXXX			F
District	59	School	1	XXXXXXXXXXXXXX			F
District	59	School	2	XXXXXXXXXXXXXX	A		
District	59	School	3	XXXXXXXXXXXXXX			F
District	59	School	4	XXXXXXXXXXXXXX			F
District	59	School	5	XXXXXXXXXXXXXX	A		
District	60	School	1	XXXXXXXXXXXXXX			F
District	61	School	1	XXXXXXXXXXXXXX			F
District	61	School	2	XXXXXXXXXXXXXX			F
District	61	School	3	XXXXXXXXXXXXXX			F
District	61	School	4	XXXXXXXXXXXXXX			F
District	62	School	1	XXXXXXXXXXXXXX			F
District	63	School	1	XXXXXXXXXXXXXX	A, BTO		
District	64	School	1	XXXXXXXXXXXXXX			F
District	65	School	1	XXXXXXXXXXXXXX			F
District	66	School	1	XXXXXXXXXXXXXX	A, B, BTO		
District	66	School	2	XXXXXXXXXXXXXX	B		
District	67	School	1	XXXXXXXXXXXXXX	B		
District	68	School	1	XXXXXXXXXXXXXX	BTO		
District	69	School	1	XXXXXXXXXXXXXX	BTO		
District	70	School	1	XXXXXXXXXXXXXX	BTO		
District	70	School	2	XXXXXXXXXXXXXX	BTO		
District	71	School	1	XXXXXXXXXXXXXX	A		
District	72	School	1	XXXXXXXXXXXXXX	BTO		
District	73	School	1	XXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	73	School	2	XXXXXXXXXXXXXXXXXX	A, BTO		
District	74	School	1	XXXXXXXXXXXXXXXXXX			F
District	74	School	2	XXXXXXXXXXXXXXXXXX			F
District	74	School	3	XXXXXXXXXXXXXXXXXX			F
District	74	School	4	XXXXXXXXXXXXXXXXXX			F
District	74	School	5	XXXXXXXXXXXXXXXXXX			F
District	74	School	6	XXXXXXXXXXXXXXXXXX	B, BTO		
District	74	School	7	XXXXXXXXXXXXXXXXXX	BTO		
District	74	School	8	XXXXXXXXXXXXXXXXXX			F
District	74	School	9	XXXXXXXXXXXXXXXXXX	BTO		
District	74	School	10	XXXXXXXXXXXXXXXXXX			F
District	75	School	1	XXXXXXXXXXXXXXXXXX			F
District	75	School	2	XXXXXXXXXXXXXXXXXX			F
District	76	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	77	School	1	XXXXXXXXXXXXXXXXXX	A, B, BTO		
District	78	School	1	XXXXXXXXXXXXXXXXXX		C	
District	79	School	1	XXXXXXXXXXXXXXXXXX		C	
District	79	School	2	XXXXXXXXXXXXXXXXXX		C	
District	79	School	3	XXXXXXXXXXXXXXXXXX		C	
District	79	School	4	XXXXXXXXXXXXXXXXXX		C,E	
District	79	School	5	XXXXXXXXXXXXXXXXXX		C,E	
District	79	School	6	XXXXXXXXXXXXXXXXXX		C	
District	79	School	7	XXXXXXXXXXXXXXXXXX			F
District	79	School	8	XXXXXXXXXXXXXXXXXX		C	
District	79	School	9	XXXXXXXXXXXXXXXXXX		C	
District	79	School	10	XXXXXXXXXXXXXXXXXX		C,E	
District	79	School	11	XXXXXXXXXXXXXXXXXX	BTO		
District	79	School	12	XXXXXXXXXXXXXXXXXX		C	
District	79	School	13	XXXXXXXXXXXXXXXXXX		C	
District	79	School	14	XXXXXXXXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	79	School	15	XXXXXXXXXXXXXXXX		E	
District	79	School	16	XXXXXXXXXXXXXXXX		C	
District	79	School	17	XXXXXXXXXXXXXXXX		C	
District	79	School	18	XXXXXXXXXXXXXXXX		C	
District	79	School	19	XXXXXXXXXXXXXXXX		C	
District	79	School	20	XXXXXXXXXXXXXXXX		C	
District	79	School	21	XXXXXXXXXXXXXXXX		C,E	
District	79	School	22	XXXXXXXXXXXXXXXX		C	
District	79	School	23	XXXXXXXXXXXXXXXX		C	
District	79	School	24	XXXXXXXXXXXXXXXX		C	
District	79	School	25	XXXXXXXXXXXXXXXX		C	
District	79	School	26	XXXXXXXXXXXXXXXX		C	
District	79	School	27	XXXXXXXXXXXXXXXX		C	
District	79	School	28	XXXXXXXXXXXXXXXX		C	
District	79	School	29	XXXXXXXXXXXXXXXX		C	
District	79	School	30	XXXXXXXXXXXXXXXX		C	
District	79	School	31	XXXXXXXXXXXXXXXX		C,E	
District	79	School	32	XXXXXXXXXXXXXXXX		C	
District	79	School	33	XXXXXXXXXXXXXXXX		C	
District	79	School	34	XXXXXXXXXXXXXXXX			F
District	79	School	35	XXXXXXXXXXXXXXXX		C	
District	79	School	36	XXXXXXXXXXXXXXXX	A,B		
District	79	School	37	XXXXXXXXXXXXXXXX		C,E	
District	79	School	38	XXXXXXXXXXXXXXXX		C	
District	79	School	39	XXXXXXXXXXXXXXXX		E	
District	79	School	40	XXXXXXXXXXXXXXXX	BTO		
District	79	School	41	XXXXXXXXXXXXXXXX		C	
District	79	School	42	XXXXXXXXXXXXXXXX		C,E	
District	79	School	43	XXXXXXXXXXXXXXXX		C	
District	79	School	44	XXXXXXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	79	School	45	XXXXXXXXXXXXXX		C	
District	79	School	46	XXXXXXXXXXXXXX		C,E	
District	79	School	47	XXXXXXXXXXXXXX		C,E	
District	79	School	48	XXXXXXXXXXXXXX		C	
District	79	School	49	XXXXXXXXXXXXXX		C	
District	79	School	50	XXXXXXXXXXXXXX		E	
District	79	School	51	XXXXXXXXXXXXXX		C	
District	79	School	52	XXXXXXXXXXXXXX		C,D	
District	79	School	53	XXXXXXXXXXXXXX		C	
District	79	School	54	XXXXXXXXXXXXXX		C	
District	79	School	55	XXXXXXXXXXXXXX		C	
District	79	School	56	XXXXXXXXXXXXXX	BTO		
District	79	School	57	XXXXXXXXXXXXXX		C,E	
District	79	School	58	XXXXXXXXXXXXXX		C,E	
District	79	School	59	XXXXXXXXXXXXXX		E	
District	79	School	60	XXXXXXXXXXXXXX		C	
District	79	School	61	XXXXXXXXXXXXXX		C,E	
District	79	School	62	XXXXXXXXXXXXXX		C	
District	79	School	63	XXXXXXXXXXXXXX		C	
District	79	School	64	XXXXXXXXXXXXXX		C	
District	79	School	65	XXXXXXXXXXXXXX		C,D	
District	79	School	66	XXXXXXXXXXXXXX		E	
District	79	School	67	XXXXXXXXXXXXXX		E	
District	79	School	68	XXXXXXXXXXXXXX		C	
District	79	School	69	XXXXXXXXXXXXXX		C	
District	79	School	70	XXXXXXXXXXXXXX		C	
District	80	School	1	XXXXXXXXXXXXXX		C	
District	81	School	1	XXXXXXXXXXXXXX	BTO		
District	82	School	1	XXXXXXXXXXXXXX		C	
District	83	School	1	XXXXXXXXXXXXXX	A		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	83	School	2	XXXXXXXXXXXXXXXXXX			F
District	84	School	1	XXXXXXXXXXXXXXXXXX	B		
District	85	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	86	School	1	XXXXXXXXXXXXXXXXXX			F
District	86	School	2	XXXXXXXXXXXXXXXXXX	A		
District	86	School	3	XXXXXXXXXXXXXXXXXX	A, BTO		
District	87	School	1	XXXXXXXXXXXXXXXXXX			F
District	87	School	2	XXXXXXXXXXXXXXXXXX			F
District	87	School	3	XXXXXXXXXXXXXXXXXX			F
District	87	School	4	XXXXXXXXXXXXXXXXXX			F
District	87	School	5	XXXXXXXXXXXXXXXXXX			F
District	87	School	6	XXXXXXXXXXXXXXXXXX			F
District	87	School	7	XXXXXXXXXXXXXXXXXX			F
District	88	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	89	School	1	XXXXXXXXXXXXXXXXXX		C	
District	89	School	1	XXXXXXXXXXXXXXXXXX		C	
District	90	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	91	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	92	School	1	XXXXXXXXXXXXXXXXXX			F
District	92	School	2	XXXXXXXXXXXXXXXXXX	B		
District	93	School	1	XXXXXXXXXXXXXXXXXX			F
District	94	School	1	XXXXXXXXXXXXXXXXXX			F
District	95	School	1	XXXXXXXXXXXXXXXXXX			F
District	95	School	2	XXXXXXXXXXXXXXXXXX			F
District	95	School	3	XXXXXXXXXXXXXXXXXX			F
District	95	School	4	XXXXXXXXXXXXXXXXXX			F
District	95	School	5	XXXXXXXXXXXXXXXXXX			F
District	95	School	6	XXXXXXXXXXXXXXXXXX	A, BTO		
District	95	School	7	XXXXXXXXXXXXXXXXXX			F
District	95	School	8	XXXXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	95	School	9	XXXXXXXXXXXXXXXX			F
District	95	School	10	XXXXXXXXXXXXXXXX			F
District	95	School	11	XXXXXXXXXXXXXXXX			F
District	95	School	12	XXXXXXXXXXXXXXXX			F
District	96	School	1	XXXXXXXXXXXXXXXX			F
District	96	School	2	XXXXXXXXXXXXXXXX			F
District	96	School	3	XXXXXXXXXXXXXXXX			
District	97	School	1	XXXXXXXXXXXXXXXX			E
District	98	School	1	XXXXXXXXXXXXXXXX	B		
District	99	School	1	XXXXXXXXXXXXXXXX			C
District	99	School	2	XXXXXXXXXXXXXXXX			C
District	99	School	3	XXXXXXXXXXXXXXXX			F
District	99	School	4	XXXXXXXXXXXXXXXX			C
District	99	School	5	XXXXXXXXXXXXXXXX			C
District	99	School	6	XXXXXXXXXXXXXXXX			C
District	99	School	7	XXXXXXXXXXXXXXXX			E
District	100	School	1	XXXXXXXXXXXXXXXX			F
District	101	School	1	XXXXXXXXXXXXXXXX	A, BTO		
District	101	School	2	XXXXXXXXXXXXXXXX	A		
District	101	School	3	XXXXXXXXXXXXXXXX	A, BTO		
District	101	School	4	XXXXXXXXXXXXXXXX	A, B, BTO		
District	101	School	5	XXXXXXXXXXXXXXXX	A		
District	101	School	6	XXXXXXXXXXXXXXXX	A, BTO		
District	101	School	7	XXXXXXXXXXXXXXXX	A		
District	101	School	8	XXXXXXXXXXXXXXXX	A, B, BTO		
District	101	School	9	XXXXXXXXXXXXXXXX	A		
District	101	School	10	XXXXXXXXXXXXXXXX	A		
District	101	School	11	XXXXXXXXXXXXXXXX	A		
District	101	School	12	XXXXXXXXXXXXXXXX	A		
District	101	School	13	XXXXXXXXXXXXXXXX	A		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011



**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	101	School	14	XXXXXXXXXXXXXXXXXX	A		
District	102	School	1	XXXXXXXXXXXXXXXXXX			F
District	103	School	1	XXXXXXXXXXXXXXXXXX	A, BTO		
District	104	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	105	School	1	XXXXXXXXXXXXXXXXXX			F
District	106	School	1	XXXXXXXXXXXXXXXXXX		C	
District	107	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	108	School	1	XXXXXXXXXXXXXXXXXX			F
District	108	School	2	XXXXXXXXXXXXXXXXXX	B		
District	109	School	1	XXXXXXXXXXXXXXXXXX			F
District	110	School	1	XXXXXXXXXXXXXXXXXX	A, BTO		
District	111	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	111	School	2	XXXXXXXXXXXXXXXXXX		E	
District	112	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	113	School	1	XXXXXXXXXXXXXXXXXX			F
District	114	School	1	XXXXXXXXXXXXXXXXXX	A, B, BTO		
District	114	School	2	XXXXXXXXXXXXXXXXXX	BTO		
District	114	School	3	XXXXXXXXXXXXXXXXXX	A		
District	115	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	115	School	2	XXXXXXXXXXXXXXXXXX	BTO		
District	115	School	3	XXXXXXXXXXXXXXXXXX	A		
District	115	School	4	XXXXXXXXXXXXXXXXXX	A, BTO		
District	116	School	1	XXXXXXXXXXXXXXXXXX			F
District	117	School	1	XXXXXXXXXXXXXXXXXX		C, E	
District	117	School	2	XXXXXXXXXXXXXXXXXX	A, B, BTO		
District	117	School	3	XXXXXXXXXXXXXXXXXX		C	
District	117	School	4	XXXXXXXXXXXXXXXXXX	A, BTO		
District	117	School	5	XXXXXXXXXXXXXXXXXX		C	
District	117	School	6	XXXXXXXXXXXXXXXXXX		C	
District	117	School	7	XXXXXXXXXXXXXXXXXX		E	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	117	School	8	XXXXXXXXXXXXXX	A, B, BTO		
District	117	School	9	XXXXXXXXXXXXXX		C	
District	117	School	10	XXXXXXXXXXXXXX		C	
District	117	School	11	XXXXXXXXXXXXXX			F
District	117	School	12	XXXXXXXXXXXXXX		E	
District	117	School	13	XXXXXXXXXXXXXX			F
District	117	School	14	XXXXXXXXXXXXXX		C	
District	117	School	15	XXXXXXXXXXXXXX		C, E	
District	117	School	16	XXXXXXXXXXXXXX		E	
District	118	School	1	XXXXXXXXXXXXXX	B		
District	119	School	1	XXXXXXXXXXXXXX			F
District	119	School	2	XXXXXXXXXXXXXX	A, BTO		
District	119	School	3	XXXXXXXXXXXXXX	BTO		
District	120	School	1	XXXXXXXXXXXXXX		E	
District	121	School	1	XXXXXXXXXXXXXX	A		
District	121	School	2	XXXXXXXXXXXXXX			F
District	121	School	3	XXXXXXXXXXXXXX			F
District	121	School	4	XXXXXXXXXXXXXX	BTO		
District	121	School	5	XXXXXXXXXXXXXX	A		
District	121	School	6	XXXXXXXXXXXXXX	A		
District	121	School	7	XXXXXXXXXXXXXX			F
District	121	School	8	XXXXXXXXXXXXXX	A		
District	122	School	1	XXXXXXXXXXXXXX			F
District	123	School	1	XXXXXXXXXXXXXX	BTO		
District	124	School	1	XXXXXXXXXXXXXX	A, BTO		
District	124	School	2	XXXXXXXXXXXXXX	BTO		
District	125	School	1	XXXXXXXXXXXXXX			F
District	125	School	2	XXXXXXXXXXXXXX		C	
District	126	School	1	XXXXXXXXXXXXXX	BTO		
District	127	School	1	XXXXXXXXXXXXXX	BTO		

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Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	128	School	1	XXXXXXXXXXXXXXXX			F
District	129	School	1	XXXXXXXXXXXXXXXX			F
District	130	School	1	XXXXXXXXXXXXXXXX	A		
District	131	School	1	XXXXXXXXXXXXXXXX			F
District	132	School	1	XXXXXXXXXXXXXXXX	BTO		
District	133	School	1	XXXXXXXXXXXXXXXX		C	
District	134	School	1	XXXXXXXXXXXXXXXX			F
District	135	School	1	XXXXXXXXXXXXXXXX			F
District	136	School	1	XXXXXXXXXXXXXXXX		C, E	
District	137	School	1	XXXXXXXXXXXXXXXX	BTO		
District	137	School	2	XXXXXXXXXXXXXXXX			F
District	138	School	1	XXXXXXXXXXXXXXXX	A		
District	139	School	1	XXXXXXXXXXXXXXXX	BTO		
District	140	School	1	XXXXXXXXXXXXXXXX			F
District	140	School	2	XXXXXXXXXXXXXXXX			F
District	140	School	3	XXXXXXXXXXXXXXXX			F
District	140	School	4	XXXXXXXXXXXXXXXX			F
District	140	School	5	XXXXXXXXXXXXXXXX			F
District	141	School	1	XXXXXXXXXXXXXXXX			F
District	142	School	1	XXXXXXXXXXXXXXXX	A, BTO		
District	142	School	2	XXXXXXXXXXXXXXXX			F
District	143	School	1	XXXXXXXXXXXXXXXX			F
District	144	School	1	XXXXXXXXXXXXXXXX	BTO		
District	144	School	2	XXXXXXXXXXXXXXXX	A		
District	144	School	3	XXXXXXXXXXXXXXXX	A, BTO		
District	144	School	4	XXXXXXXXXXXXXXXX	A, BTO		
District	144	School	5	XXXXXXXXXXXXXXXX			F
District	144	School	6	XXXXXXXXXXXXXXXX			F
District	145	School	1	XXXXXXXXXXXXXXXX			F
District	145	School	2	XXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	145	School	3	XXXXXXXXXXXXXX	BTO		
District	145	School	4	XXXXXXXXXXXXXX			F
District	146	School	1	XXXXXXXXXXXXXX	BTO		
District	147	School	1	XXXXXXXXXXXXXX			F
District	148	School	1	XXXXXXXXXXXXXX			F
District	148	School	2	XXXXXXXXXXXXXX			F
District	148	School	3	XXXXXXXXXXXXXX			F
District	148	School	4	XXXXXXXXXXXXXX			F
District	148	School	5	XXXXXXXXXXXXXX			F
District	149	School	1	XXXXXXXXXXXXXX	A		
District	149	School	2	XXXXXXXXXXXXXX			F
District	150	School	1	XXXXXXXXXXXXXX			F
District	151	School	1	XXXXXXXXXXXXXX			F
District	151	School	2	XXXXXXXXXXXXXX			F
District	151	School	3	XXXXXXXXXXXXXX			F
District	151	School	4	XXXXXXXXXXXXXX		C	
District	151	School	5	XXXXXXXXXXXXXX			F
District	151	School	6	XXXXXXXXXXXXXX		E	
District	151	School	7	XXXXXXXXXXXXXX		E	
District	151	School	8	XXXXXXXXXXXXXX			F
District	151	School	9	XXXXXXXXXXXXXX			F
District	151	School	10	XXXXXXXXXXXXXX		C	
District	151	School	11	XXXXXXXXXXXXXX			F
District	151	School	12	XXXXXXXXXXXXXX		C	
District	152	School	1	XXXXXXXXXXXXXX			F
District	153	School	1	XXXXXXXXXXXXXX	B, BTO		
District	154	School	1	XXXXXXXXXXXXXX			F
District	155	School	1	XXXXXXXXXXXXXX		D	
District	156	School	1	XXXXXXXXXXXXXX			F
District	156	School	2	XXXXXXXXXXXXXX	BTO		

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	157	School	1	XXXXXXXXXXXXXXXX			F
District	157	School	2	XXXXXXXXXXXXXXXX			F
District	157	School	3	XXXXXXXXXXXXXXXX			F
District	157	School	4	XXXXXXXXXXXXXXXX	BTO		
District	157	School	5	XXXXXXXXXXXXXXXX			F
District	157	School	6	XXXXXXXXXXXXXXXX	BTO		
District	157	School	7	XXXXXXXXXXXXXXXX	BTO		
District	158	School	1	XXXXXXXXXXXXXXXX			F
District	159	School	1	XXXXXXXXXXXXXXXX	BTO		
District	160	School	1	XXXXXXXXXXXXXXXX	BTO		
District	161	School	1	XXXXXXXXXXXXXXXX			F
District	161	School	2	XXXXXXXXXXXXXXXX	A, BTO		
District	161	School	3	XXXXXXXXXXXXXXXX			F
District	161	School	4	XXXXXXXXXXXXXXXX			F
District	161	School	5	XXXXXXXXXXXXXXXX	A		
District	161	School	6	XXXXXXXXXXXXXXXX	A		
District	161	School	7	XXXXXXXXXXXXXXXX			F
District	162	School	1	XXXXXXXXXXXXXXXX			F
District	163	School	1	XXXXXXXXXXXXXXXX	B		
District	164	School	1	XXXXXXXXXXXXXXXX			F
District	165	School	1	XXXXXXXXXXXXXXXX	B		
District	166	School	1	XXXXXXXXXXXXXXXX			F
District	166	School	2	XXXXXXXXXXXXXXXX			F
District	166	School	3	XXXXXXXXXXXXXXXX			F
District	167	School	1	XXXXXXXXXXXXXXXX			F
District	167	School	2	XXXXXXXXXXXXXXXX			F
District	167	School	3	XXXXXXXXXXXXXXXX			F
District	167	School	4	XXXXXXXXXXXXXXXX			F
District	168	School	1	XXXXXXXXXXXXXXXX		C	
District	168	School	2	XXXXXXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	168	School	3	XXXXXXXXXXXXXXXX		C	
District	168	School	4	XXXXXXXXXXXXXXXX		C	
District	168	School	5	XXXXXXXXXXXXXXXX		C	
District	168	School	6	XXXXXXXXXXXXXXXX			F
District	168	School	7	XXXXXXXXXXXXXXXX			F
District	168	School	8	XXXXXXXXXXXXXXXX			F
District	168	School	9	XXXXXXXXXXXXXXXX		C	
District	168	School	10	XXXXXXXXXXXXXXXX		C	
District	168	School	11	XXXXXXXXXXXXXXXX		C	
District	169	School	1	XXXXXXXXXXXXXXXX			F
District	170	School	1	XXXXXXXXXXXXXXXX			F
District	171	School	1	XXXXXXXXXXXXXXXX			F
District	171	School	2	XXXXXXXXXXXXXXXX			F
District	172	School	1	XXXXXXXXXXXXXXXX		E	
District	173	School	1	XXXXXXXXXXXXXXXX	A, B		
District	174	School	1	XXXXXXXXXXXXXXXX			F
District	174	School	2	XXXXXXXXXXXXXXXX			F
District	174	School	3	XXXXXXXXXXXXXXXX			F
District	174	School	4	XXXXXXXXXXXXXXXX	B		
District	174	School	5	XXXXXXXXXXXXXXXX			F
District	174	School	6	XXXXXXXXXXXXXXXX	A, B, BTO		
District	175	School	1	XXXXXXXXXXXXXXXX			F
District	175	School	2	XXXXXXXXXXXXXXXX	B		
District	176	School	1	XXXXXXXXXXXXXXXX		C	
District	176	School	2	XXXXXXXXXXXXXXXX			F
District	176	School	3	XXXXXXXXXXXXXXXX		C	
District	177	School	1	XXXXXXXXXXXXXXXX	BTO		
District	178	School	1	XXXXXXXXXXXXXXXX	BTO		
District	179	School	1	XXXXXXXXXXXXXXXX			F
District	180	School	1	XXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	181	School	1	XXXXXXXXXXXXXXXX			F
District	182	School	1	XXXXXXXXXXXXXXXX	B, BTO		
District	183	School	1	XXXXXXXXXXXXXXXX			F
District	184	School	1	XXXXXXXXXXXXXXXX			F
District	185	School	1	XXXXXXXXXXXXXXXX	B		
District	186	School	1	XXXXXXXXXXXXXXXX	BTO		
District	186	School	2	XXXXXXXXXXXXXXXX			F
District	186	School	3	XXXXXXXXXXXXXXXX			F
District	186	School	4	XXXXXXXXXXXXXXXX			F
District	186	School	5	XXXXXXXXXXXXXXXX	B		
District	186	School	6	XXXXXXXXXXXXXXXX	A		
District	187	School	1	XXXXXXXXXXXXXXXX			F
District	187	School	2	XXXXXXXXXXXXXXXX			F
District	187	School	3	XXXXXXXXXXXXXXXX			F
District	188	School	1	XXXXXXXXXXXXXXXX		C	
District	189	School	1	XXXXXXXXXXXXXXXX	BTO		
District	190	School	1	XXXXXXXXXXXXXXXX		C	
District	191	School	1	XXXXXXXXXXXXXXXX	B		
District	192	School	1	XXXXXXXXXXXXXXXX		C, E	
District	192	School	2	XXXXXXXXXXXXXXXX			F
District	193	School	1	XXXXXXXXXXXXXXXX		E	
District	194	School	1	XXXXXXXXXXXXXXXX			F
District	194	School	2	XXXXXXXXXXXXXXXX	BTO		
District	194	School	3	XXXXXXXXXXXXXXXX			F
District	195	School	1	XXXXXXXXXXXXXXXX			F
District	196	School	1	XXXXXXXXXXXXXXXX		C	
District	196	School	2	XXXXXXXXXXXXXXXX		C	
District	197	School	1	XXXXXXXXXXXXXXXX		C	
District	197	School	2	XXXXXXXXXXXXXXXX		C	
District	197	School	3	XXXXXXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	197	School	4	XXXXXXXXXXXXXXXXXX		C	
District	198	School	1	XXXXXXXXXXXXXXXXXX	B		
District	199	School	1	XXXXXXXXXXXXXXXXXX		C	
District	200	School	1	XXXXXXXXXXXXXXXXXX	B		
District	201	School	1	XXXXXXXXXXXXXXXXXX			F
District	201	School	2	XXXXXXXXXXXXXXXXXX	B		
District	202	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	203	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	204	School	1	XXXXXXXXXXXXXXXXXX			F
District	204	School	2	XXXXXXXXXXXXXXXXXX	A, BTO		
District	205	School	1	XXXXXXXXXXXXXXXXXX		C	
District	206	School	1	XXXXXXXXXXXXXXXXXX			F
District	206	School	2	XXXXXXXXXXXXXXXXXX	A		
District	206	School	3	XXXXXXXXXXXXXXXXXX			F
District	206	School	4	XXXXXXXXXXXXXXXXXX	A		
District	206	School	5	XXXXXXXXXXXXXXXXXX	A		
District	206	School	6	XXXXXXXXXXXXXXXXXX	A		
District	206	School	7	XXXXXXXXXXXXXXXXXX	A		
District	206	School	8	XXXXXXXXXXXXXXXXXX	A		
District	207	School	1	XXXXXXXXXXXXXXXXXX	A		
District	207	School	2	XXXXXXXXXXXXXXXXXX			F
District	207	School	3	XXXXXXXXXXXXXXXXXX			F
District	207	School	4	XXXXXXXXXXXXXXXXXX	A		
District	207	School	5	XXXXXXXXXXXXXXXXXX			F
District	207	School	6	XXXXXXXXXXXXXXXXXX			F
District	207	School	7	XXXXXXXXXXXXXXXXXX			F
District	208	School	1	XXXXXXXXXXXXXXXXXX		C,E	
District	209	School	1	XXXXXXXXXXXXXXXXXX			F
District	209	School	2	XXXXXXXXXXXXXXXXXX			F
District	209	School	3	XXXXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011



**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	209	School	4	XXXXXXXXXXXXXXXX			F
District	209	School	5	XXXXXXXXXXXXXXXX			F
District	209	School	6	XXXXXXXXXXXXXXXX			F
District	209	School	7	XXXXXXXXXXXXXXXX			F
District	209	School	8	XXXXXXXXXXXXXXXX			F
District	209	School	9	XXXXXXXXXXXXXXXX			F
District	210	School	1	XXXXXXXXXXXXXXXX			F
District	211	School	1	XXXXXXXXXXXXXXXX			F
District	211	School	2	XXXXXXXXXXXXXXXX		C	
District	211	School	3	XXXXXXXXXXXXXXXX			F
District	212	School	1	XXXXXXXXXXXXXXXX	A,B		
District	213	School	1	XXXXXXXXXXXXXXXX			F
District	213	School	2	XXXXXXXXXXXXXXXX	BTO		
District	214	School	1	XXXXXXXXXXXXXXXX			F
District	215	School	1	XXXXXXXXXXXXXXXX	A		
District	216	School	1	XXXXXXXXXXXXXXXX			F
District	217	School	1	XXXXXXXXXXXXXXXX			F
District	218	School	1	XXXXXXXXXXXXXXXX			F
District	219	School	1	XXXXXXXXXXXXXXXX	BTO		
District	220	School	1	XXXXXXXXXXXXXXXX	B		
District	221	School	1	XXXXXXXXXXXXXXXX	BTO		
District	221	School	2	XXXXXXXXXXXXXXXX			F
District	222	School	1	XXXXXXXXXXXXXXXX	A,B		
District	222	School	2	XXXXXXXXXXXXXXXX			F
District	222	School	3	XXXXXXXXXXXXXXXX			F
District	222	School	4	XXXXXXXXXXXXXXXX	A		
District	222	School	5	XXXXXXXXXXXXXXXX			F
District	222	School	6	XXXXXXXXXXXXXXXX	A		
District	223	School	1	XXXXXXXXXXXXXXXX			F
District	224	School	1	XXXXXXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	224	School	2	XXXXXXXXXXXXXX		C	
District	224	School	3	XXXXXXXXXXXXXX		C	
District	224	School	4	XXXXXXXXXXXXXX		C	
District	224	School	5	XXXXXXXXXXXXXX		C	
District	225	School	1	XXXXXXXXXXXXXX		C	
District	225	School	2	XXXXXXXXXXXXXX			F
District	225	School	3	XXXXXXXXXXXXXX			F
District	226	School	1	XXXXXXXXXXXXXX	A		
District	226	School	2	XXXXXXXXXXXXXX			F
District	226	School	3	XXXXXXXXXXXXXX			F
District	226	School	4	XXXXXXXXXXXXXX	BTO		
District	227	School	1	XXXXXXXXXXXXXX			F
District	228	School	1	XXXXXXXXXXXXXX	BTO		
District	229	School	1	XXXXXXXXXXXXXX			F
District	230	School	1	XXXXXXXXXXXXXX			F
District	230	School	2	XXXXXXXXXXXXXX			F
District	231	School	1	XXXXXXXXXXXXXX			F
District	232	School	1	XXXXXXXXXXXXXX		C	
District	232	School	2	XXXXXXXXXXXXXX		C,E	
District	233	School	1	XXXXXXXXXXXXXX			F
District	233	School	2	XXXXXXXXXXXXXX	A, BTO		
District	233	School	3	XXXXXXXXXXXXXX			F
District	233	School	4	XXXXXXXXXXXXXX	A, B		
District	233	School	5	XXXXXXXXXXXXXX			F
District	233	School	6	XXXXXXXXXXXXXX			F
District	233	School	7	XXXXXXXXXXXXXX	A		
District	233	School	8	XXXXXXXXXXXXXX	A, B		
District	233	School	9	XXXXXXXXXXXXXX			F
District	233	School	10	XXXXXXXXXXXXXX			F
District	233	School	11	XXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	233	School	12	XXXXXXXXXXXXXX	A, B, BTO		
District	233	School	13	XXXXXXXXXXXXXX	A, B, BTO		
District	233	School	14	XXXXXXXXXXXXXX			F
District	233	School	15	XXXXXXXXXXXXXX	BTO		
District	233	School	16	XXXXXXXXXXXXXX	A, B		
District	233	School	17	XXXXXXXXXXXXXX	A, BTO		
District	233	School	18	XXXXXXXXXXXXXX			F
District	234	School	1	XXXXXXXXXXXXXX	A		
District	234	School	2	XXXXXXXXXXXXXX	A, B		
District	234	School	3	XXXXXXXXXXXXXX	A		
District	235	School	1	XXXXXXXXXXXXXX		E	
District	236	School	1	XXXXXXXXXXXXXX			F
District	237	School	1	XXXXXXXXXXXXXX		E	
District	237	School	2	XXXXXXXXXXXXXX		E	
District	238	School	1	XXXXXXXXXXXXXX		E	
District	238	School	2	XXXXXXXXXXXXXX		C	
District	238	School	3	XXXXXXXXXXXXXX	A, BTO		
District	238	School	4	XXXXXXXXXXXXXX		C	
District	238	School	5	XXXXXXXXXXXXXX		E	
District	238	School	6	XXXXXXXXXXXXXX	A, BTO		
District	238	School	7	XXXXXXXXXXXXXX		C	
District	238	School	8	XXXXXXXXXXXXXX		E	
District	239	School	1	XXXXXXXXXXXXXX		C	
District	240	School	1	XXXXXXXXXXXXXX	BTO		
District	241	School	1	XXXXXXXXXXXXXX	A		
District	242	School	1	XXXXXXXXXXXXXX			F
District	242	School	2	XXXXXXXXXXXXXX			F
District	242	School	3	XXXXXXXXXXXXXX	BTO		
District	243	School	1	XXXXXXXXXXXXXX	BTO		
District	244	School	1	XXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	245	School	1	XXXXXXXXXXXXXXXX	A		
District	245	School	2	XXXXXXXXXXXXXXXX	A, BTO		
District	245	School	3	XXXXXXXXXXXXXXXX	A		
District	245	School	4	XXXXXXXXXXXXXXXX	A		
District	245	School	5	XXXXXXXXXXXXXXXX	A		
District	245	School	6	XXXXXXXXXXXXXXXX	A		
District	245	School	7	XXXXXXXXXXXXXXXX	A		
District	246	School	1	XXXXXXXXXXXXXXXX			F
District	246	School	2	XXXXXXXXXXXXXXXX		E	
District	246	School	3	XXXXXXXXXXXXXXXX			F
District	247	School	1	XXXXXXXXXXXXXXXX			F
District	247	School	2	XXXXXXXXXXXXXXXX			F
District	248	School	1	XXXXXXXXXXXXXXXX		C	
District	248	School	2	XXXXXXXXXXXXXXXX			F
District	248	School	3	XXXXXXXXXXXXXXXX			F
District	249	School	1	XXXXXXXXXXXXXXXX			F
District	250	School	1	XXXXXXXXXXXXXXXX	A, BTO		
District	251	School	1	XXXXXXXXXXXXXXXX			F
District	252	School	1	XXXXXXXXXXXXXXXX			F
District	252	School	2	XXXXXXXXXXXXXXXX		C	
District	253	School	1	XXXXXXXXXXXXXXXX	A		
District	253	School	2	XXXXXXXXXXXXXXXX			F
District	253	School	3	XXXXXXXXXXXXXXXX	A		
District	253	School	4	XXXXXXXXXXXXXXXX			F
District	253	School	5	XXXXXXXXXXXXXXXX			F
District	253	School	6	XXXXXXXXXXXXXXXX			F
District	253	School	7	XXXXXXXXXXXXXXXX	A		
District	253	School	8	XXXXXXXXXXXXXXXX	A		
District	254	School	1	XXXXXXXXXXXXXXXX		C	
District	254	School	2	XXXXXXXXXXXXXXXX		C	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	254	School	3	XXXXXXXXXXXXXXXXXX			F
District	255	School	1	XXXXXXXXXXXXXXXXXX	A, B, BTO		
District	255	School	2	XXXXXXXXXXXXXXXXXX	A, B, BTO		
District	255	School	3	XXXXXXXXXXXXXXXXXX	A		
District	256	School	1	XXXXXXXXXXXXXXXXXX		E	
District	257	School	1	XXXXXXXXXXXXXXXXXX	A		
District	258	School	1	XXXXXXXXXXXXXXXXXX	B		
District	259	School	1	XXXXXXXXXXXXXXXXXX	A, BTO		
District	260	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	261	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	262	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	263	School	1	XXXXXXXXXXXXXXXXXX	B		
District	264	School	1	XXXXXXXXXXXXXXXXXX			F
District	265	School	1	XXXXXXXXXXXXXXXXXX			F
District	265	School	2	XXXXXXXXXXXXXXXXXX	B		
District	266	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	267	School	1	XXXXXXXXXXXXXXXXXX			F
District	268	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	269	School	1	XXXXXXXXXXXXXXXXXX		C	
District	270	School	1	XXXXXXXXXXXXXXXXXX		C	
District	271	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	272	School	1	XXXXXXXXXXXXXXXXXX			F
District	272	School	2	XXXXXXXXXXXXXXXXXX	A, B		
District	272	School	3	XXXXXXXXXXXXXXXXXX			F
District	272	School	4	XXXXXXXXXXXXXXXXXX			F
District	272	School	5	XXXXXXXXXXXXXXXXXX	A		
District	272	School	6	XXXXXXXXXXXXXXXXXX			F
District	272	School	7	XXXXXXXXXXXXXXXXXX	A		
District	272	School	8	XXXXXXXXXXXXXXXXXX			F
District	272	School	9	XXXXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	272	School	10	XXXXXXXXXXXXXXXX	A		
District	272	School	11	XXXXXXXXXXXXXXXX			F
District	272	School	12	XXXXXXXXXXXXXXXX	A, B, BTO		
District	272	School	13	XXXXXXXXXXXXXXXX			F
District	272	School	14	XXXXXXXXXXXXXXXX			F
District	272	School	15	XXXXXXXXXXXXXXXX			F
District	272	School	16	XXXXXXXXXXXXXXXX			F
District	273	School	1	XXXXXXXXXXXXXXXX		C	
District	274	School	1	XXXXXXXXXXXXXXXX			F
District	275	School	1	XXXXXXXXXXXXXXXX	B		
District	276	School	1	XXXXXXXXXXXXXXXX	BTO		
District	276	School	2	XXXXXXXXXXXXXXXX	BTO		
District	277	School	1	XXXXXXXXXXXXXXXX			F
District	277	School	2	XXXXXXXXXXXXXXXX			F
District	277	School	3	XXXXXXXXXXXXXXXX	B		
District	277	School	4	XXXXXXXXXXXXXXXX	B		
District	277	School	5	XXXXXXXXXXXXXXXX			F
District	277	School	6	XXXXXXXXXXXXXXXX			F
District	277	School	7	XXXXXXXXXXXXXXXX	A		
District	278	School	1	XXXXXXXXXXXXXXXX			F
District	279	School	1	XXXXXXXXXXXXXXXX			F
District	279	School	2	XXXXXXXXXXXXXXXX			F
District	279	School	3	XXXXXXXXXXXXXXXX			F
District	280	School	1	XXXXXXXXXXXXXXXX			F
District	280	School	2	XXXXXXXXXXXXXXXX		C,E	
District	280	School	3	XXXXXXXXXXXXXXXX		C	
District	281	School	1	XXXXXXXXXXXXXXXX		C	
District	282	School	1	XXXXXXXXXXXXXXXX			F
District	283	School	1	XXXXXXXXXXXXXXXX			F
District	283	School	2	XXXXXXXXXXXXXXXX		E	

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011

**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	284	School	1	XXXXXXXXXXXXXXXX	A		
District	284	School	2	XXXXXXXXXXXXXXXX	A		
District	284	School	3	XXXXXXXXXXXXXXXX			F
District	284	School	4	XXXXXXXXXXXXXXXX			F
District	284	School	5	XXXXXXXXXXXXXXXX	A,B		
District	284	School	6	XXXXXXXXXXXXXXXX			F
District	284	School	7	XXXXXXXXXXXXXXXX			F
District	284	School	8	XXXXXXXXXXXXXXXX	A,B		
District	284	School	9	XXXXXXXXXXXXXXXX			F
District	284	School	10	XXXXXXXXXXXXXXXX			F
District	284	School	11	XXXXXXXXXXXXXXXX			F
District	285	School	1	XXXXXXXXXXXXXXXX			F
District	285	School	2	XXXXXXXXXXXXXXXX			F
District	285	School	3	XXXXXXXXXXXXXXXX			F
District	285	School	4	XXXXXXXXXXXXXXXX			F
District	286	School	1	XXXXXXXXXXXXXXXX			F
District	287	School	1	XXXXXXXXXXXXXXXX			F
District	288	School	1	XXXXXXXXXXXXXXXX		E	
District	288	School	2	XXXXXXXXXXXXXXXX			F
District	289	School	1	XXXXXXXXXXXXXXXX			F
District	290	School	1	XXXXXXXXXXXXXXXX			F
District	290	School	2	XXXXXXXXXXXXXXXX			F
District	290	School	3	XXXXXXXXXXXXXXXX			F
District	290	School	4	XXXXXXXXXXXXXXXX			F
District	290	School	5	XXXXXXXXXXXXXXXX		C	
District	291	School	1	XXXXXXXXXXXXXXXX			F
District	291	School	2	XXXXXXXXXXXXXXXX			F
District	291	School	3	XXXXXXXXXXXXXXXX			F
District	291	School	4	XXXXXXXXXXXXXXXX			F
District	291	School	5	XXXXXXXXXXXXXXXX			F

Based on 2010-2011 Accountability Data

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**Table 2: Reward, Priority, and Focus Schools**  
Michigan Department of Education

LEA Name	Deidentified District Number (Counter)	School Name	Deidentified School Number (Counter)	School NCES ID#	Reward School	Priority School	Focus School
District	291	School	6	XXXXXXXXXXXXXXXXXX			F
District	292	School	1	XXXXXXXXXXXXXXXXXX			F
District	293	School	1	XXXXXXXXXXXXXXXXXX			F
District	293	School	2	XXXXXXXXXXXXXXXXXX			F
District	293	School	3	XXXXXXXXXXXXXXXXXX			F
District	293	School	4	XXXXXXXXXXXXXXXXXX			F
District	293	School	5	XXXXXXXXXXXXXXXXXX			F
District	294	School	1	XXXXXXXXXXXXXXXXXX	B, BTO		F
District	294	School	2	XXXXXXXXXXXXXXXXXX			F
District	295	School	1	XXXXXXXXXXXXXXXXXX		E	
District	296	School	1	XXXXXXXXXXXXXXXXXX			F
District	296	School	2	XXXXXXXXXXXXXXXXXX			F
District	297	School	1	XXXXXXXXXXXXXXXXXX	BTO		
District	298	School	1	XXXXXXXXXXXXXXXXXX		C	
District	298	School	2	XXXXXXXXXXXXXXXXXX		C	
District	298	School	3	XXXXXXXXXXXXXXXXXX		D	
District	299	School	1	XXXXXXXXXXXXXXXXXX			F
District	299	School	2	XXXXXXXXXXXXXXXXXX	B		
<b>Total Number of Schools:</b>					243	185	340
<b>Title I Schools:</b>					109	141	206
<b>Total Number of Title I Schools in the State: 2006</b>							
<b>Total Number of Title I Participating High Schools in the State with Graduation Rates Less than 60%: 5</b>							

Based on 2010-2011 Accountability Data

Does not reflect changes in school status since August 2011



<b>Burdensome Law or Reports</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>MDE Comments</b>
<b>Special Education Actual Cost</b>	SE-4096	MCL 388.1651	<b>DONE</b>	In an effort to avoid duplication, this will be an electronic submission in FID for school year 2011-2012.
<b>Special Ed. Transportation Expenditures</b>	SE-4094	MCL 388.1658	<b>DONE</b>	In an effort to avoid duplication, this was moved to FID in 2007.
<b>3WIN - Special Education Child Count Collection</b>	3WIN		<b>DONE</b>	In an effort to avoid duplication, the Fall 2011 Count Day was changed in the School Aid Act to consolidate the collection of data.
<b>Supplemental Nutrition Eligibility (Direct Certification)</b>		MCL 388.1631a	<b>DONE</b>	Have made positive changes and included this in the Fall consolidation. Also, the federal government has indicated that direct certification is the process they are using and will not be changing this. It would be advantageous to school districts if more complied with the move to direct certification.
<b>Supplemental Nutrition Eligibility</b>		MCL 388.1631a	<b>DONE</b>	In an effort to avoid duplication, this was consolidated into the Fall Count Day data collection. Also, the data is a good measure and is used to receive over \$700 million in federal funding.
<b>At-Risk Pupil Free and Reduced Meals Count</b>	FS-4731-C	MCL 380.1631a	<b>DONE</b>	In an effort to avoid duplication, this report was consolidated into the Fall Count Day data collection.
<b>State Report for information of Suspended/Expelled Handicapped Pupils</b>			<b>DONE</b>	Suspensions and expulsions for students with disabilities are already collected in the MSDS. The data collected is required by the federal government.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
<p><b>Early Roster:</b> New students and Building Change Assignments - ONLY. Certified by August 31, 2011</p>			<p><b>DONE</b></p>	<p>This is a key report for all Fall assessments and it replaces pre-ID process handled in the assessment application. This report greatly reduces workload for local assessment coordinators to pre-ID students by having pupil accounting do this report, and helps MDE control print quantities and materials costs for the testing programs. This direct certification process is a one-stop (tell the state once, use the data many times) approach compared to the past.</p>
<p><b>NEW for 2011-2012 Completion of the School Data Profile/Analysis</b> is required on SOP/A the Advanc-ED website. Submittal Allowed Date: April 1, 2010, Due Date: September 1, 2011.</p>	<p>SOP/A</p>		<p><b>DONE</b></p>	<p>The reporting requirement is much easier as it is now in an electronic format. In addition, unnecessary and outdated reporting requirements were removed. This is part of the state and federal requirements that the school complete a comprehensive needs assessment. This is the school data section.</p>
<p><b>Student Record Maintenance:</b> Summer Graduates prior to August 31 and Exit Status changes for Cohort class of 2011 for GAD - AS OF DATE PRIOR TO 9/1/11. Certified by September 28, 2011.</p>	<p>SRM</p>		<p><b>DONE</b></p>	<p>Reporting is OPTIONAL and has been consolidated into the Fall data collection.</p>
<p><b>Final Performance Report for ARRA Education:</b> Due October 30, 2011</p>			<p><b>DONE</b></p>	<p>It will continue for an additional year after ARRA funding runs out.</p>

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
<p><b>The Final Performance Report for 2010-2011:</b> Is due at this time if all of the funds have been expended. If there are funds remaining after the 2010-11 school year, they may be 2010-2011 Education used through September 30, 2012 and the Final Performance Report would be due Date: October 30, 2011.</p>			<b>DONE</b>	This is a final report that is not required after the October 2011 reporting date.
Basic Instructional Materials		388.1766c	<b>DONE</b>	This section was repealed by 2011 PA 62, effective 10/1/11.
<p><b>Biennial Report to the Legislature on alternate methods of distributing GSRP funds.</b></p>		388.164	<b>DONE</b>	Eliminated in the FY 2012 School Aid Act.
<p><b>Great Parents, Great Start -</b> Legislative report summarizing the data collection reports used for Department of Human Services (DHS) for Temporary Assistance to Needy Families (TANF) Maintenance of Effort. Due December 1.</p>		MCL 388.1632j(5)(c) )	<b>DONE</b>	Reporting requirement was eliminated as part of the School Aid Act. This TANF report is now filed by DHS.
<p><b>Readiness Assistance Report -</b> Legislative report on review of Great Start Readiness Program funding distribution. Due biennially.</p>		MCL 388.1640	<b>DONE</b>	This was eliminated as part of FY 2012 School Aid Budget. MDE reviews all funding every year in its recommendations for the budget. This report is a duplication of effort.
<p><b>Dashboard - Best Practices</b></p>		PA 62 of 2011 - Section 22f	<b>DONE - Best Practices</b>	MDE has created a dashboard that school districts may use. This will save districts valuable time and money and allow them to easily attain one of the 4 best practices required to receive the additional \$100 per pupil in the 2011-2012 School Aid Budget.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
<b>Service Consolidation Plan</b>		388.1611d - portion	<b>DONE - Best Practices</b>	Section 22f of the School Aid budget included one-time grants for best practices. School districts will receive an additional \$100 per pupil should they complete 4 of the 5 best practices. One of the best practices requires a district to enter into a consolidation plan or continue with an established plan with MDE.
<b>Student Record Maintenance for Enrollees</b> and Exited students to update for Assessment Information- Students pulled from 2/9/11to 3/31/11ONLY. Certified by March 31, 2011.	SRM		<b>DONE (LATER)</b>	The Office of Career and Technical Education requires this data even if the assessment portion is fixed. It is important to note that when testing moves to the Spring in 2014-15, this will assist in the consolidation of the reporting requirements.
<b>Section 1512 reporting is specific to ARRA Districts</b> use the Michigan Electronic Grants System (MEGS) to complete the report programs and Education Jobs Funds. <b>Due Dates:</b> April 5, 2011. July 5, 2011, October 5, 2011.	Quarterly Section 1512 Reporting		<b>DONE (LATER)</b>	It will continue for an additional year after ARRA funding runs out. This is used to track Education jobs and SIG.
<b>School Improvement:</b> Requires all schools to submit school improvement plans.			<b>DONE: Currently working on consolidating the information and streamlining the process.</b>	CEPI and MDE are already working to address this matter by putting in place a process to prepopulate data already submitted by school districts. Additional recommendations will be completed by mid-October that should further reduce the time required to complete the school improvement plans.

<b>Burdensome Law or Reports</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>MDE Comments</b>
<b>MSDS General Collection</b>	MSDS	MCL 388.1607	<b>DONE - Currently working to address this.</b>	CEPI and MDE are already working to address this matter. There are two validation reports available in the application - both summary and detail. These can be printed and reviewed and provide the details on the submission errors.
<b>CEPI - Early Childhood</b>	MSDS	MCL 388.1632d	<b>LATER</b>	This is part of the Block Grant discussion. As part of the Governor's Executive Order, the Office of Great Start working on a report due in Jan. 2012.
<b>Early Childhood Collection:</b> Count Day is February 9, 2011 and Certified by February 23, 2011.	ECHO		<b>LATER</b>	This is part of the Block Grant discussion. As part of the Governor's Executive Order, the Office of Great Start is working on a report due in Jan. 2012.
<b>District Process Rubrics or District SAR</b> will be completed on the Advanc-ED website Report Opens: December 13, 2010 and Report Due: April1, 2011. Report Opens: December 13, 2010 Report Due: April1, 2011.	DPR or District SAR		<b>LATER - MDE is currently working on streamlining this.</b>	MDE is currently working on this. This is a self report but some federal requirements would have to be removed to assist in the streamlining. Potential need for a Resolution to Congress.
<b>SPR 40/90 or SA:</b> Report Opens: December 13, 2010 and Report Due: March 11, 2011.			<b>LATER - MDE is currently working on streamlining this.</b>	MDE is currently working on this. This is a self report that is part of the ED Yes!
<b>Voc-Ed Report</b>	VE-4044		<b>DONE</b>	This was a federal grant reporting requirement that has been merged with another form.

<b>Burdensome Law or Reports</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>MDE Comments</b>
<b>Bus Route Certification</b>	DS-4159		<b>DONE</b>	This report was absorbed into the SE-4159 bus ridership form required in the transportation administrative rules to count the rides on the pupil count day. The data is used to split costs between regular education and special education for the court ordered payment under the Durant I decision.
<b>CTE Course Offerings</b>	4001-C		<b>DONE</b>	This was a report used for the State School Aid Act reporting, but it has been eliminated.
<b>Advanced Certificate Renewal</b>	TE-4920		<b>DONE</b>	It isn't a report, rather an individual application for teaching certification. This application form is no longer used since all teaching certificates are issued and renewed through the Michigan Online Educator Certification System (MOECS).

<b>Burdensome Law or Report</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>Rationale for Action</b>
<b>Interim Federal Expenditure: Early On</b>			<b>RESOLUTION TO CONGRESS</b>	MDE only asks for the minimum federal requirement. This is for 3 grants and the grants are for two years each. Yes, the information is quite detailed, but the application is required should they want to receive the funding for the second year.
<b>Certification of Constitutionally Protected Prayer</b>		NCLB, Section 9525	<b>RESOLUTION TO CONGRESS</b>	This information isn't collected anywhere else.
<b>Local Education Agency Planning Cycle Application:</b> Planning Component of the Consolidated Application completed on the Advanc-ED website. Due Date for July 1, 2011 Obligation Date: TBD	LEAPCA		<b>RESOLUTION TO CONGRESS</b>	This is federally required in ESEA and contains information necessary to approve the use of funds for programs and services.
<b>The Annual Education Report:</b> Needs to be published on the district's and school's websites respectively with links to the Data for Student Success. Published on Website 15 Days Before the Start of the School Year.	AER		<b>RESOLUTION TO CONGRESS</b>	This is highly technical and specified in NCLB. It's been revamped recently but still a waste. Parents are sent a 26 page document to fill out and submit to the district. The Annual Education Report is required under ESEA for all districts in states that receive Title I funds. The report must be published and all the fields are required.
<b>State Schools for the Deaf and Blind as Public Schools Act</b>		MCL 393.21, 393.51, 393.61	<b>STATE LEGISLATION - AMEND</b>	Update archaic language.
<b>Michigan School for the Blind Act</b>		1893 PA 123 - MCL 393.101 - 393.111	<b>STATE LEGISLATION - AMEND</b>	Update archaic language. If amended, repeal MSD Act.
<b>Michigan School for the Deaf Act</b>		1893 PA 116 - MCL 393.15 - 393.69	<b>STATE LEGISLATION - AMEND</b>	Update archaic language. If amended, repeal MSB Act.

<b>Burdensome Law or Report</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>Rationale for Action</b>
<b>School for the Blind - State Board of Education Act</b>		MCL 388.1008b	<b>STATE LEGISLATION - AMEND</b>	Authority was transferred from State Board of Education to the Superintendent of Public Instruction by Executive Order. Language should be updated. Reference to “state board” should be amended to “superintendent of public instruction. "Reference to "as authorized by the superintendent of the school for the blind" should be amended to "as authorized by the superintendent of public instruction. Reference to “school for the blind” should be amended to “students who are blind.”
<b>Schools for the Deaf and Schools for the Blind - State Board of Education Act</b>		MCL 388.1010(a)	<b>STATE LEGISLATION - AMEND</b>	Update language: Authority was transferred to the Department of Human Services by Executive Order. Reference to "Michigan school for the deaf" and “Michigan school for the blind” should be amended to “schools for the deaf and blind.” Delete reference to “Michigan rehabilitation institute for veterans and disabled adults at Pine Lake.



Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<p><b>Right to enroll in Kindergarten in the second semester if a district has semiannual promotions.</b></p>		<p>MCL 380.1147(2)</p>	<p><b>STATE LEGISLATION - AMEND</b></p>	<p><b>Delete this sentence:</b> In a school district which has semiannual promotions, a child, resident of the district, is entitled to enroll in kindergarten for the second semester if the child is at least 5 years of age on March 1 of the year of enrollment.  <b>Rationale:</b> The provision is obsolete as no district currently offers semiannual promotions, which means that each grade, K-12, is divided into a beginning and advanced section, and all children are promoted every semester. There is literature back to the 1950s about eliminating the semiannual option.</p>

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<p><b>ECIC report on Great Start Collaborative Grants.</b></p>		<p>MCL 388.1632b(4)</p>	<p><b>STATE LEGISLATION - AMEND</b></p>	<p>MDE is responsible for submitting ECIC's report. Amend to allow ECIC to submit the report directly. When MDE submits the report, it must be approved on many levels and then be reported to the State Board of Education. ECIC has its own oversight Board. Change as indicated: Not later than December 1 of each fiscal year, for the grants awarded under this section for the immediately preceding fiscal year, the ECIC shall provide to the house and senate appropriations subcommittees on state school aid, the state budget director, and the house and senate fiscal agencies a report detailing the amount of each grant awarded under this section, the grant recipients, the activities funded by each grant under this section, and an analysis of each grant recipient's success in addressing the development of a comprehensive system of early childhood services and supports.</p>
<p><b>Conviction Report of Teachers -</b> Legislative report on actions affecting a person's teaching certificate during the preceding quarter. Due quarterly.</p>		<p>MCL 380.1535a(12)</p>	<p><b>STATE LEGISLATION - AMEND</b></p>	<p>Amend language to require this report <b>annually</b> instead of quarterly.</p>
<p><b>Conviction Report of Administrators -</b> Legislative report on actions taken affecting a person's state board approval during the preceding quarter. Due quarterly.</p>		<p>MCL 380.1539b(12) -</p>	<p><b>STATE LEGISLATION - AMEND</b></p>	<p>Amend language to combine this report with the teacher conviction report and require <b>annually</b> instead of quarterly.</p>

<b>Burdensome Law or Report</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>Rationale for Action</b>
ISD Maps		MCL 380.626	<b>STATE LEGISLATION - AMEND</b>	MDE does not collect ISD maps. If the maps are necessary, then this should be amended to require the ISDs to maintain the maps.
Auxiliary Services		MCL 380.1296 R 340.291 - R 340.295	<b>STATE LEGISLATION - ELIMINATE AND RESCIND RULE</b>	This section and the rules are duplicative of federal requirements in IDEA. The rules and law impose lower standards for special education services than the federal requirement and are rendered moot. In fact, Sec. 380.1296 creates many funding problems and confusion that leads to consistent noncompliance with the federal law. It is recommended that Section 1296 be repealed and the rules be rescinded.
Special Education Programs and Services		MCL 380.1711(1)(a)	<b>STATE LEGISLATION- AMEND</b>	MCL 380.1711(1)(a) should be amended to stike the language that says "develop the maximum potential" from the subsection and replace it with "meet the individual needs". This would align the language with IDEA and Michigan rules.
Certification of Eye Protective Devices		MCL 380.1288 - R 340.1301 - R 340.1305	<b>STATE LEGISLATION- AMEND OR RESCIND RULES</b>	Amend 380.1288 reference to National Standards Institute Guidelines are obsolete. Rules governing Eye Protective Devices requires reporting to ISD under R 340.1305. This reporting was added to MEGS several years ago. This rule should be amended or rescinded. Also, Executive Order 1996-12 transferred rule making authority from the State Board of Education to the Superintendent of Public Instruction.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<b>Calendar/Clock Hour Monitoring to each Supterintedent</b>	DS-4168 B	MCL  388.1701(6)	<b>STATE LEGISLATION-ELIMINATE REPORT</b>	School Aid Act currently requires reports of planned and actual hours. MDE is seeking elimination of <b>planned hours</b> report. MDE is working with CEPI on the electronic reporting of actual hours to streamline the process.
<b>Special Education Scholarships Act</b>		1966 PA 156, MCL 388.1051 – 388.1055	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete. No longer funded. Provided state scholarships for students in the field of special education.
<b>School Aid Act - Specific Years</b>		1964 PA 230 - MCL 388.671 – 388.674	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete. School Aid for school years 1961-62, 1962-63 and 1963-64.
<b>Federal Funds for Educational Television Act</b>		1966 PA 153 - MCL 388.1041 – 388.1045	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete. No longer funded. Authorizes SBE to accept federal funds under the federal Television Broadcasting Facilities Act of 1962 and Title VII of the National Defense Education Act of 1958.
<b>Emergency Financial Assistance for Certain School Districts Act</b>		1966 PA 153 - MCL 388.1041 – 388.1045	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete. Expired June 30, 1994. Provided for emergency financial assistance for certain school districts.
<b>Teaching Civics and Political Science Act</b>		1931 PA 205 - MCL 388.371 – 388.372	<b>STATE LEGISLATION-REPEAL ACT</b>	Outdated. New graduation requirements under 380.1278a and 380.1278b and civics requirement under 380.1166. Requires teaching of civics and political science.
<b>Education for the Gifted and/or Academically Talented Act</b>		1974 PA 299 - MCL 388.1091 – 388.1094	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete. Commission completed recommendations December 1975. Created state advisory commission for the gifted and/or academically talented.
<b>Federal and State Aid to Vocational Education</b>		1919 PA 149 MCL 395.1- 395.10	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete
<b>Vocational Education; Transfer of Powers and Duties</b>		1964 PA 28 MCL 395.21	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete

<b>Burdensome Law or Report</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>Rationale for Action</b>
<b>Federal Funds for Vocational Education</b>		1964 PA 44 MCL 395.31 – 395.34	<b>STATE LEGISLATION-ELIMINATE</b>	Obsolete
<b>Federal Funds for Vocational Education</b>		1966 PA 59 MCL 395-41-395.42	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete
<b>Federal Funds for Vocational Education</b>		1966 PA 198 MCL 395.71-395.73	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete
<b>Demonstration Educational and Work Experience Programs Act</b>		1964 PA 238 - MCL 395.171 – 395.175	<b>STATE LEGISLATION-REPEAL ACT</b>	Obsolete. No longer funded. Rules were rescinded 1-12-96. Demonstration educational and work experience programs through a special job training program for unemployed, out of work and school dropouts. Demonstration educational and work experience programs through a special job training program for unemployed, out of work and school dropouts.
<b>Strict Discipline Academy Report</b> - Legislative report that evaluates strict district academies. Due annually.		MCL 380.1311c	<b>STATE LEGISLATION-ELIMINATE</b>	The state does not fund personnel to support strict discipline academies. There are no funds or staff to generate the report that is due annually.
<b>ISD Report on Consolidation of Services</b>		MCL 380.761	<b>STATE LEGISLATION-ELIMINATE</b>	This was a one-time report that was completed and submitted to the Legislature.
<b>Labor Day Restrictions for School Year Start.</b>		MCL 380.1284b	<b>STATE LEGISLATION-ELIMINATE</b>	This is binding and restrictive of local control, and contrary to goal of increasing student learning in seat-time models of instruction. Additionally, there is no funding for the waiver process through the Department for districts requesting flexibility around that start time.
<b>Report on School Safety</b>		MCL 380.1310a	<b>STATE LEGISLATION-ELIMINATE</b>	Consider eliminating as this report required of local districts provides no useable data.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<b>Report on Delinquent Audits</b>		MCL 388.1618(4)(h)	STATE LEGISLATION- ELIMINATE	This report is completed every year, but MDE has yet to receive any questions or feedback on the report.
<b>Out-of-state travel</b> - Legislative report that includes all out-of-state travel by classified and unclassified employees. Due January 1.		MDE Boilerplate .214(2)	STATE LEGISLATION- ELIMINATE	This information is available through another source (MAIN). The report is a duplication of effort and not necessary.
<b>Pupil Membership Fraud</b> - Legislative report on the scope of and proposed solutions to pupil membership fraud and the incidence of students counted in a district and not remaining in that district for the balance of the school year. Due not later than 60 after audited membership counts are received.		MDE Boilerplate 0.225	STATE LEGISLATION- ELIMINATE	The ISD auditors have not received training and are not qualified to label pupil accounting errors as fraud. MDE does not have staff to investigate reported fraud. This is a law enforcement function. There are many legitimate reasons for pupils leaving a district such as moving, graduating, dropping out and dying. Pupil counts have generally been declining and MDE staff does not consider it a cost effective use of resources to develop a new system to capture this information.
<b>Cyber Schools/Seat-Time Waiver Report</b> - Legislative report on the districts, pupils, and costs involved in online education programs operated as either a cyber school or under seat time waivers. Due March 1, 2011.		MDE Boilerplate 0.903	STATE LEGISLATION- ELIMINATE	This was a one-time report. The purpose of this report was to identify the successes and challenges in online learning and the cost.
<b>Federal Grant Revenue Report</b> - Legislative report of estimates of federal grant revenues realized and expected for the remainder of the fiscal year. Due before December 1 and June 1.		MCL 18.1384(3)	STATE LEGISLATION- ELIMINATE	This report has not been done since 2005. When requested, the information can be pulled from another source (MAIN).

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<p><b>Settlement or Consent Judgment Report -</b> Legislative Report on final judgments and settlements against MDE. Due December 1.</p>		MCL 18.1396(3)	STATE LEGISLATION-ELIMINATE	This report is duplicative and already included in the year-end closing schedule.
<p><b>Indirect Cost Rate Report -</b> Legislative report on indirect cost rate and percentage to MDE.</p>		MCL 18.1460(1)	STATE LEGISLATION-ELIMINATE	There is no due date and the information changes frequently and would require constant updating.
<p><b>Audit Recommendation Plan -</b> Legislative report on Department's plan to comply with audit recommendations. Due within 60 days after final audit is released.</p>		MCL 18.1462	STATE LEGISLATION-ELIMINATE	This has become obsolete. Audit responses and corrective action plans are now incorporated into the published audit reports. This legislative reporting requirement predates this practice. Although DTMB would like the opportunity to review MDE's progress, this reporting requirement comes when staff is generally still implementing the recommendations. Other recipients of this report have not shown an interest in this report in the last 20 years. Deleting this requirement does not prevent DTMB internal auditors from following up on corrective actions.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<p><b>Biennial Internal Control Evaluation (BICE)</b> - Legislative report on the evaluation of the internal accounting and administrative control system. Due biennially.</p>		MCL 18.1485(4)	STATE LEGISLATION-ELIMINATE	<p>This process has generally not been an effective means of disclosing material internal control weaknesses. It has required hundreds, if not thousands, of hours of staff time. Since the inception of the BICE, the Auditor general has significantly increased its audit coverage (as reflected in its fees) and does a much more thorough review of internal controls than Department staff can. Further, the recent centralization of the internal audit function, within the State Budget Office, has transferred much of the manpower and expertise formerly used to organize this labor intensive process. This process has had 20+ years to show results and has not done so. It is not cost beneficial.</p>
<p><b>School Improvement Plan Review Report</b> - Legislative report on the review of a random sampling of school improvement plans. Due annually.</p>		MCL 380.1277(4)	STATE LEGISLATION-ELIMINATE	<p>School Improvement Plans can vary from district to district and school to school. Last year was the first year in over 20 years that the common plan template has been available for all Federal Title I schools. The template is not mineable and, therefore, the ability to mine the data for the information requested for the report is dependent upon staff time to read a selection of reports and determine generalized activities. The report has never been funded by the state legislature and there is no general fund available for staff time.</p>



Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<p><b>Accreditation Report -</b> Legislative report on the evaluation of the school accreditation system and the status of schools. Due annually.</p>		<p>MCL 380.1280(14)</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>School report cards are currently posted on the Department's website and include everything required for the Annual Accreditation Report except the recommendations to the legislature to help all schools reach accreditation. This report is a duplication of effort and not necessary.</p>
<p><b>State Board Report -</b> Legislative report on the State Board's operations and recommendations including an itemized statement of receipts and expenditures for the preceding fiscal year, and advise as to the financial requirements of all public education, including higher education. Due biennially.</p>		<p>MCL 388.1011</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>Duplicative of boilerplate.</p>
<p><b>Federal Funds for Education -</b> Legislative report on projects that include federal funds accepted to conduct research, surveys and demonstrations in education and to strengthen and improve education policy and educational opportunities in elementary and secondary education. Due April 1.</p>		<p>MCL 388.1033</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>Duplicative of boilerplate.</p>

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
<p><b>Online Financial Data -</b> Financial data information shall be available online to districts and intermediate districts, and shall include per-pupil amounts spent on instruction and instructional support service functions, and indicate how much of those cost were attributable to salaries. Due November 15.</p>		<p>MCL 388.1618(5)</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>Information is already a part of the annual Bulletin 1011 published by MDE. Some of that some data reporting was added as part of the budget transparency reporting under MCL 388.1618(2) making the language in MCL 388.1618(5) a redundant reporting request.</p>
<p><b>Community Based Collaborative Prevention -</b> Legislative report of outcomes achieved by the providers of the community-based collaborative prevention services. Due January 30.</p>		<p>MCL 388.1632c(4)</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>The line item has been eliminated from the budget.</p>
<p><b>Cost Study Report -</b> Legislative report of a study on the actual costs of providing distance learning or alternative instructional delivery. A school of excellence, the Michigan Virtual University and a school that receives a seat time waiver shall submit MDE any data requested by MDE for the purposes of this study.</p>		<p>MCL 388.1701(12)</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>This is a one time report and should be eliminated. The potential for Adair funding implications should be noted.</p>
<p><b>Michigan Merit Exam -</b> Not later than July 1, 2008, MDE shall identify specific high school content expectations to be taught before and after the middle of grade 11 (and therefore eligible to be included on the MME).</p>		<p>MCL 388.1704b(10) - MCL 380.1279g(10)</p>	<p><b>STATE LEGISLATION- ELIMINATE</b></p>	<p>Reporting responsibility ended July 1, 2008. Also, the MME is in both the Revised School Code and the School Aid Budget. Recommend repealing in the School Aid Act.</p>

<b>Burdensome Law or Report</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>Rationale for Action</b>
<p><b>Annual Report of the State Librarian</b> - This is an annual report to the Governor and Legislature regarding library operations and on the progress made in automating those operations.</p>		MCL 397.21	<b>STATE LEGISLATION-ELIMINATE</b>	This report is no longer needed and the original intent for the report is out of date. The MDE can obtain the information from the Library of Michigan as needed.
<p><b>State Assessment to High School Pupils</b></p>		MCL 380.1279	<b>STATE LEGISLATION-ELIMINATE</b>	Obsolete. Replaced by the Michigan Merit Exam under 380.1704b and 380.1279g. Similar language was repealed by 2009 PA 121.
<p><b>Personality Tests</b></p>		MCL 380.1172 - R 340.1101 - R 340.1107	<b>STATE LEGISLATION-ELIMINATE AND RESCIND RULES</b>	If a local district wishes to administer personality tests, they may do so in conjunction with an institute of higher education (IHE). The IHE will work to make sure confidentiality and other requirements are met. Since local district shave this option this rule is not needed. It is recommended that 380.1172(1) be repealed and R 340.1101-R 340.1107 be rescinded. Note: Executive Order 1996-12 transferred authority from the State Board of Education to the Superintendent of Public Instruction under MCL 388.993 and 388.994.
<p><b>Conviction Comparison Report</b> - Until July 1, 2008, the Department shall report a comparison of the list of registered educational personnel with conviction information from the State Police.</p>		MCL 380.1539b(15) - MCL 380.1230d(7) - MCL 380.1535a(15)	<b>STATE LEGISLATION-ELIMINATE EXPIRED REPORTING PROVISION</b>	Reporting responsibility ended July 1, 2008. No longer required. Eliminate expired reporting provision.

<b>Burdensome Law or Report</b>	<b>Form ID</b>	<b>Statute/Rule</b>	<b>ACTION</b>	<b>Rationale for Action</b>
<b>Education of Pregnant Students</b>		R 340.1121 - R340.1124	<b>STATE LEGISLATION- AMEND AND RESCIND RULES</b>	The rules are outdated and should be updated or rescinded if determined to be in non-compliance with federal regulations under Title IX regarding pregnant students. R 340.1123 and R 380.1124 are related to alternative programs for pregnant students are obsolete. Note: Executive Order 1996-12 transferred authority from the State Board of Education to the Superintendent of Public Instruction under MCL 388.993 and 388.994.

**New, More Rigorous Performance Expectations on Michigan’s State Assessments**

In Spring of 2011, the Michigan State Board of Education authorized the Michigan Department of Education to conduct a study linking proficiency cut scores on its high school assessment (the Michigan Merit Examination) to readiness for college or technical job training at two- and four-year colleges, and linking proficiency cut scores on its elementary/middle school assessment (the Michigan Educational Assessment Program) to being on track to career and college readiness in high school. That study was conducted over the summer of 2011 and the new career and college ready cut scores were adopted by the State Board of Education in the fall of 2011.

This was a bold and courageous move on the part of the Michigan State Board of Education and Michigan Department of Education in that the proficiency cut scores increased dramatically in rigor, resulting in substantially lower percentages of students being considered proficient. The seriousness of the impact and the level of commitment to career and college readiness in Michigan can be seen in the impact data shown below. The impact data describe in each grade level and content area the percentage of students who were considered proficient based on the previous cut scores and the percentage of students who would have been considered proficient had the new cut scores been in place in the 2010-2011 school year. Figure 1 shows the impact for Mathematics, Figure 2 for Reading, Figure 3 for Science, and Figure 4 for Social Studies.

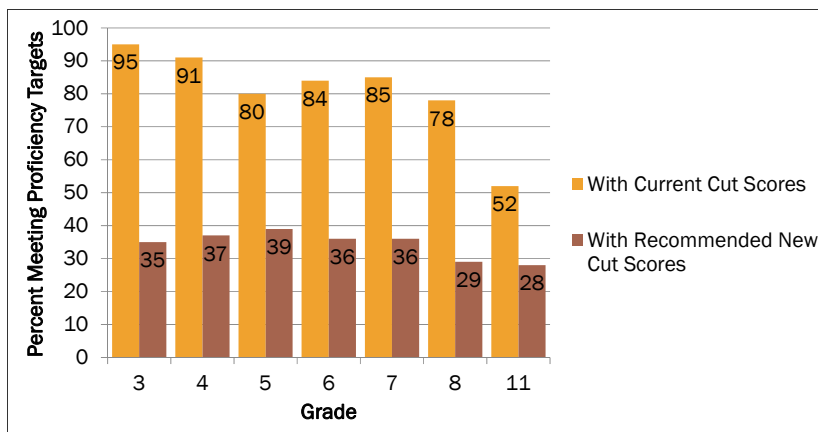


Figure 1. Impact of new cut scores on statewide percents proficient in mathematics.

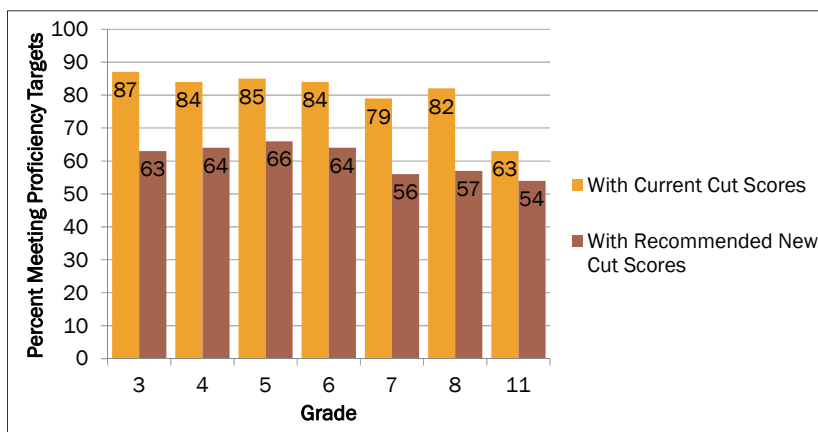


Figure 2. Impact of new cut scores on statewide percents proficient in reading.

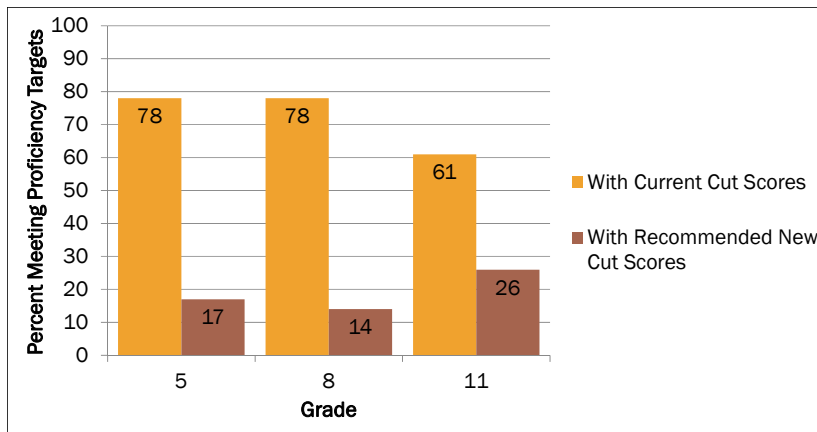


Figure 3. Impact of new cut scores on statewide percents proficient in science.

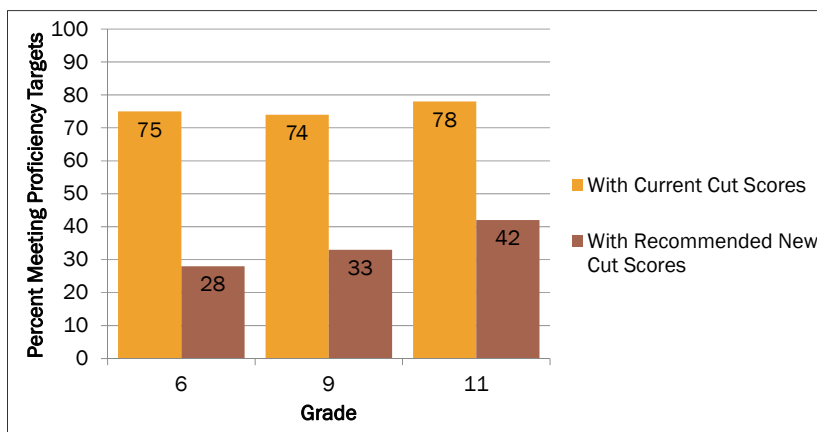


Figure 4. Impact of new cut scores on statewide percents proficient in social studies.

As can be seen from Figures 1 through 4, the rigor of performance expectations on Michigan's standardized assessments has increased dramatically.

### Description of the Study Performed to Identify New Cut Scores

#### Purpose

The purpose of this study was to identify three new sets of cut scores on the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME). The first set of cut scores is to represent being on track to succeed in a postsecondary educational experience (for MME) and being on track to success in the next grade level tested (for MEAP). The second set of cut scores is to represent being advanced beyond being on track to succeed in the next level of education. The final set of cut scores is to represent a level of achievement below being on track to succeed in the next level of education.

Three types of links needed to be made in order to identify cut scores. The first is to link 11<sup>th</sup> grade MME scores to freshman college grades to identify cut scores on the MME. The second is to link MME scores to MEAP scores to identify cut scores on one or more grades of the MEAP. The third is to link MEAP scores in one grade to MEAP scores in another grade to identify cut scores on one the remaining grades of the MEAP.

## Methods

Three different methodologies were used in identifying the cut scores. Logistic Regression (LR) and Signal Detection Theory (SDT) were used to link 11<sup>th</sup> grade MME scores to freshman college grades. LR, SDT, and Equipercentile Cohort Matching (ECM) were used to link MEAP score to MME and to link MEAP scores in one grade to MEAP scores in other grades.

The LR model used in this study takes the form

$$P(\text{success}) = \frac{1}{1 + e^{(-\beta_0 - \beta_1 x)}}$$

where

*success* is defined as a B or better in college, as proficiency on the MME, or as proficiency on the MEAP;

$P(\text{success})$  is the probability of success;

$e$  is the base of the natural logarithm;

$\beta_0$  is the intercept of the logistic regression;

$\beta_1$  is the slope of the logistic regression; and

$x$  is the MME or MEAP score being used to predict success.

The criterion used with the LR model is the score on the MEAP or MME that gives a 50% probability of success. For example, in identifying the MME cut score, it identified the MME score that gives a 50% probability of receiving a B or better on college.

The SDT model used in this study maximizes the rates of consistent classification from one grade to another. For example, in identifying the MME cut score, it identifies the MME score that maximizes the percentage of students who

- Received a B or better AND were considered proficient on the MME, or
- Received a B- or worse AND were considered not proficient on the MME.

For predicting success in a college class from an MME score, let  $X$  denote a score on the MME. The total sample of students is divided into four subsets, where

$A_{00}(X)$  is the number of students who score below  $X$  on the MME, and get a grade of below B in the college class (are unsuccessful).

$A_{01}(X)$  is the number of students who score below  $X$  on the MME, and get a grade of B or better in the college class (are successful).

$A_{10}(X)$  is the number of students who score at or above  $X$  on the MME, and get a grade of below B in the college class (are unsuccessful).

$A_{11}(X)$  is the number of students who score at or above  $X$  on the MME, and get a grade of B or better in the college class (are successful).

The method chooses a cut score  $X$  that maximizes  $A_{00}(X) + A_{11}(X)$ .

For the MEAP to MME targets, the formulation above works as well, with successful and unsuccessful being defined as scoring at or above the MME cuts core and scoring below the MME cut score, respectively. Specifically, the same parameterization can be applied when back mapping from a known cut score on the next highest grade assessed. For example, to predict success on the MME Mathematics from grade 8 MEAP Mathematics scores, the total sample of students is again divided into the four aforementioned subsets, but the model is parameterized as follows:

- $A_{00}(X)$  is the number of students who score below  $X$  on the grade 8 MEAP, and score below the MME Mathematics cut score.
- $A_{01}(X)$  is the number of students who score below  $X$  on the grade 8 MEAP, and score at or above the MME Mathematics cut score.
- $A_{10}(X)$  is the number of students who score at or above  $X$  on the grade 8 MEAP, and score below the MME Mathematics cut score.
- $A_{11}(X)$  is the number of students who score at or above  $X$  on the grade 8 MEAP, and score at or above the MME Mathematics cut score.

Note that under mild monotonicity assumptions, this method is equivalent to choosing the score point such that the conditional probability of exceeding the cut score equals .5. To the extent that the assumption holds, LR and SDT should derive similar solutions. Finally, the SDT analyses were run using smoothed distributions of student scores for both MEAP and MME to avoid any effects of jaggedness of either distribution on the results.

After identifying the cut score for proficiency on the MME, the cut scores were then mapped backward onto the MEAP to achieve the same type of results (meaning that the known outcome was then proficiency on the MME and the unknown outcome was proficiency on the MEAP).

Because both LR and SDT are subject to regression effects, it was important to address these effects by having the minimum number of links in defining each grade level's cut score. By linking each grade to the grade just previous to it, there would be seven links for the third grade cut score as shown here:

1. Linking grade 11 MME to college grades.
2. Linking grade 8 MEAP to grade 11 MME.
3. Linking grade 7 MEAP to grade 8 MEAP.
4. Linking grade 6 MEAP to grade 7 MEAP.
5. Linking grade 5 MEAP to grade 6 MEAP.
6. Linking grade 4 MEAP to grade 5 MEAP.
7. Linking grade 3 MEAP to grade 4 MEAP.

Instead, a different linking scheme was implemented which limited the maximum number of links created to identify any grade level's cut score to three. Table A1 shows the links for each grade and content area to demonstrate that the maximum number of links was three.

Because both LR and SDT are subject to regression away from the mean (meaning that they can inflate cut scores if they are above the mean, or deflate them if they are below the mean), the results of the LR and SDT models were carefully inspected to assure that any place in which there was evidence of regression effects, a different methodology was used.



Table A1. *Links in Tying Cut Scores on MME and MEAP to College Grades.*

Cut Score		Links created
Content Area	Grade	
Mathematics and Reading	3	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 3 MEAP to Grade 7 MEAP
	4	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 4 MEAP to Grade 7 MEAP
	5	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 5 MEAP to Grade 7 MEAP
	6	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME #3. Grade 6 MEAP to Grade 7 MEAP
	7	#1. Grade 11 MME to College Grades #2. Grade 7 MEAP to Grade 11 MME
	8	#1. Grade 11 MME to College Grades #2. Grade 8 MEAP to Grade 11 MME
	11	#1. Grade 11 MME to College Grades
Science and Social Studies	5/6	#1. Grade 11 MME to College Grades #2. Grade 8/9 MEAP to Grade 11 MME #3. Grade 5/6 MEAP to Grade 8/9 MEAP
	8/9	#1. Grade 11 MME to College Grades #2. Grade 8/9 MEAP to Grade 11 MME
	11	#1. Grade 11 MME to College Grades

ECM was also used for the back-mapping from MME onto MEAP to check for regression effects. Because ECM is a symmetric methodology, it cannot display any regression effects, and can therefore serve as a check for regression effects in the other two methods. The way ECM was used to back-map cut scores onto MEAP was to:

- Take the cohorts that took both the MME and the highest grade level of the MEAP.
- Identify the percentage of the matched cohorts that were proficient on the MME.
- Identify the score on the MEAP that as the cut score gives the most similar percentage passing the MEAP.
- Take the cohorts that took both the highest grade level of the MEAP and the next grade level down.
- Identify the percentage of the matched cohorts that were proficient on the highest level of the MEAP.
- Identify the score on the next grade level down that as the cut score gives the most similar percentage passing the MEAP.
- Repeat the process with the next grade level down until reaching the lowest grade level of MEAP.

The reasons that three methods were used were the following:

- LR and SDT served as a validation of each other.
- ECM served as a check on regression effects.

The three methodologies have different aims. LR aims to identify the score that gives a fixed probability of success. SDT aims to maximize consistent classifications from one level to the next. ECM aims to identify cut scores across grade levels that are approximately equally rigorous in terms of impact. Although they have different aims, they should give similar results. Therefore, it is important to determine which results to use in what circumstances.

SDT was considered the preferred methodology because its aim was to maximize consistent classification from one level to the next (an inherently desirable outcome in that if a student is classified as proficient in one grade, they can be reasonably expected to be proficient in the next grade given typical education). Where SDT and LR were affected by regression effects, ECM was preferable in that it would produce non-inflated/deflated cut scores. Therefore, the results were inspected to determine whether SDT and/or LR were affected by regression effects. Where there was no evidence of regression effects, SDT results were used. Where there was evidence of regression effects, ECM results were used.

Several different analyses were carried out to identify the three sets of cut scores for MME, which were then back-mapped to MEAP. First, the partially proficient, proficient, and advanced cut scores were analyzed in terms of students receiving a C or better, B or better, and A or better, respectively. Second, the proficient and advanced cut scores were analyzed in terms of receiving a B or better in a 2-year or 4-year college, respectively. Finally, the partially proficient, proficient, and advanced cut scores were analyzed in terms of students having a  $1/3$ ,  $1/2$ , and  $2/3$  probability of receiving a B or better, respectively.

## Data

The data used for this study included grades in first credit-bearing freshman courses in Michigan public two-year and four-year colleges and universities. The college courses used for the analysis of each MME content area were as given in Table A2. Note that Writing is not included in this analysis. This is because (1) the MEAP writing test was new in Fall 2011 and does not have the data necessary to map cut scores on the MEAP back from cut scores on the MME, (2) the MME writing cut score is already similar to the ACT writing college ready benchmark, and (3) the MEAP writing cut scores were already set to be consistent with the MME writing cut scores.

Table A1. *College Courses Used for the Analysis of each MME Content Area.*

MME Content Area	College Courses Used
Mathematics	College Algebra.
Reading	Courses identified by 4-year universities. Reading-heavy courses such as entry-level literature, history, philosophy, or psychology for 2-year universities.
Science	Courses identified by 4-year universities. Entry level biology, chemistry, physics, or geology for 2-year universities.
Social Studies	Courses identified by 4-year universities. Entry level history, geography, or economics for 2-year universities.

There were nine cohorts for which data were available to perform the study. They are those identified in Table A3. Cohort 1 is the only cohort for which college course grade data are available (where freshman year in college is listed as grade 13). Each cohort goes back to a minimum of grade 3 (since grade 3 is the lowest grade in which students were tested on MEAP). Each cohort goes back only to the 2005-06 (05-06) school year (since each MEAP test was new in the 2005-2006 school year).

Table A3. *Cohorts with Data Available for this Study.*

Cohort	Grade										
	3	4	5	6	7	8	9	10	11	12	13
1	-	-	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11
2	-	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-
3	-	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-
4	-	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-	-
5	-	05-06	06-07	07-08	08-09	09-10	10-11	-	-	-	-
6	05-06	06-07	07-08	08-09	09-10	10-11	-	-	-	-	-
7	06-07	07-08	08-09	09-10	10-11	-	-	-	-	-	-
8	07-08	08-09	09-10	10-11	-	-	-	-	-	-	-
9	08-09	09-10	10-11	-	-	-	-	-	-	-	-
10	09-10	10-11	-	-	-	-	-	-	-	-	-

The links that had to be made using SDT and LR, and the data used to make those links are listed in Table A4 for mathematics and reading. A similar scheme was used for science and social studies. In Table A4, the data in bold are the data used to make the link between MME and college grades. The underlined data are the data used to make the link between MEAP and MME. The italicized data are the data used to make the link between different MEAP grades. With over 100,000 students per cohort, this is a very large set of data used to create the links. For the ECM method of backmapping, the data shaded in gray are the data used to create the links.

Table A4. *Links and Data Used to Make Links in Mathematics and Reading.*

Cohort	Grade										
	3	4	5	6	7	8	9	10	11	12	13
1	-	-	-	-	-	<u>05-06</u>	06-07	07-08	<b>08-09</b>	09-10	<b>10-11</b>
2	-	-	-	-	<u>05-06</u>	<u>06-07</u>	07-08	08-09	<u>09-10</u>	10-11	-
3	-	-	-	05-06	<u>06-07</u>	<b>07-08</b>	08-09	09-10	<u>10-11</u>	-	-
4	-	-	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	08-09	09-10	10-11	-	-	-
5	-	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	09-10	10-11	-	-	-	-
6	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>10-11</i>	-	-	-	-	-
7	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>10-11</i>	-	-	-	-	-	-
8	07-08	08-09	<b>09-10</b>	<b>10-11</b>	-	-	-	-	-	-	-
9	08-09	<b>09-10</b>	<b>10-11</b>	-	-	-	-	-	-	-	-
10	<b>09-10</b>	<b>10-11</b>	-	-	-	-	-	-	-	-	-

## Results

The analyses using college grades of A, B, and C were not usable. The cut scores identified when using the criterion of A or better were in many cases so high that they were not measurable on the MEAP.

The cut scores identified when using the criterion of C or better were so low that they were in the range of scores attainable by chance.

The analyses using college grades of B or better from 2-year versus 4-year colleges were also unusable. While the 2-year college data resulted in slightly lower cut scores than 4-year college data, they were within measurement error of each other. Therefore, the final analyses used both 2-year and 4-year college data together. Therefore, the results using the criteria of probabilities of  $\frac{1}{3}$ ,  $\frac{1}{2}$ , and  $\frac{2}{3}$  were carried out and are the ones used to establish the recommended partially proficient, proficient, and advanced cut scores.

The results of the LR and SDT analyses were nearly identical in identifying cut scores on the MME. Therefore, as SDT is the preferable methodology, SDT results were used for the cut scores on the MME. The results of SDT and LR in back-mapping the proficient cuts for MEAP were not detectably affected by regression effects<sup>1</sup>. Because SDT was the preferable methodology, the SDT cuts were used for the proficient bar on MEAP.

However, the results of LR and SDT were clearly affected by regression effects in back-mapping the partially proficient and advanced cut scores to MEAP<sup>2</sup>. Therefore, ECM was used to back-map the partially proficient and advanced cut scores. The cut scores resulting from the analyses are given in Tables A5 through A8, respectively, for mathematics, reading, science, and social studies. Finally, classification consistency rates are given in Tables A9 for the links from MME to college grades, from MEAP to MME, and from one grade to another for MEAP.

Table A5. *Recommended New MEAP and MME Mathematics Cut Scores.*

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1093	1116	1138
MEAP	8	809	830	865
MEAP	7	714	731	776
MEAP	6	614	629	675
MEAP	5	516	531	584
MEAP	4	423	434	470
MEAP	3	322	336	371

Table A6. *Recommended New MEAP and MME Reading Cut Scores.*

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1081	1108	1141
MEAP	8	796	818	853
MEAP	7	698	721	760
MEAP	6	602	619	653
MEAP	5	501	521	565
MEAP	4	395	419	478
MEAP	3	301	324	364

<sup>1</sup> The SDT results for the proficient cuts were above the mean, but were slightly lower than the ECM cuts. Had the SDT results been affected by regression, they would have been inflated and would have surpassed the ECM cuts.

<sup>2</sup> The SDT and LR results were far above the mean for the advanced cut and were below the mean for the partially proficient cut. The resulting SDT and LR cuts were more extreme than the ECM results, and became even more extreme in grades where there were more links there were in the chain.

Table A7. Recommended New MEAP and MME Science Cut Scores.

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1106	1126	1144
MEAP	8	826	845	863
MEAP	5	526	553	567

Table A8. Recommended New MEAP and MME Social Studies Cut Scores.

Assessment	Grade	Partially Proficient	Proficient	Advanced
MME	11	1097	1129	1158
MEAP	9	899	928	960
MEAP	6	593	625	649

Table A9. Classification Consistency Rates.

Content Area	Grade	Cut Score		
		Partially Proficient	Proficient	Advanced
Mathematics	11	-	65%	-
	8	83%	86%	95%
	7	81%	84%	95%
	6	82%	83%	96%
	5	81%	84%	95%
	4	80%	82%	94%
	3	77%	80%	95%
Reading	11	-	63%	-
	8	83%	78%	87%
	7	86%	76%	85%
	6	85%	74%	83%
	5	88%	75%	84%
	4	80%	82%	94%
	3	80%	72%	86%
Science	11	-	67%	-
	8	80%	84%	92%
	5	76%	82%	92%
Social Studies	11	-	63%	-
	9	85%	81%	91%
	6	81%	77%	91%

The classification consistency rates presented for grade 11 represents the percentage of students classified as either (1) both receiving a B or better and *proficient* or above on MME or (2) both receiving a B- or worse and *partially proficient* or below on MME. It is not possible to create classification consistency rates for the partially proficient and advanced cuts for grade 11 since the threshold for those two cut scores is not 50%.

The classification consistency rates presented for the *proficient* cut in grades 3 through 9 represent the percentage of students who were consistently classified as either *proficient* or above or consistently classified as *partially proficient* or below from one grade level to the next grade level up. The classification consistency rates presented for the *partially proficient* cut in grades 3 through 9 represent the percentage of students who were consistently classified as either *partially proficient* or above or consistently classified as *not proficient* from one grade level to the next grade level up. The classification consistency rates presented for the *advanced* cut in grades 3 through 9 represent the percentage of students who were consistently classified as either *advanced* or consistently classified as *proficient* or below from one grade level to the next grade level up.

Table A9 shows that the lowest classification consistency is from MME to college grades. ACT Inc. indicated that this level of classification consistency is consistent with that obtained in other states for which they have conducted similar analyses. The remaining classification consistency rates indicate a high degree of stability from grade to grade. The difference between MME to college grades and the remainder of the consistency rates is to be expected for two reasons. First, the rates that are based solely on student achievement scores are high because the classifications are being made on the most similar constructs: achievement on two standardized tests of the same subjects. These rates should be higher. Second, the rates for grade 11 are based on less similar but still related constructs: achievement on standardized tests versus college grades in related subjects. These rates should be lower.

**Statewide Top to Bottom Ranking Business Rules  
2011 List**

- Schools with at least 30 students considered full academic year (FAY) over the two most recent years in at least two tested subjects will have the Top to Bottom ranking calculated.
  - Schools with fewer than 30 FAY tested students in any given subject will not have that subject included in their ranking.
  - FAY tested rules are as follows:
    - Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. These student count days are the basis of Michigan’s definition of a full academic year. In addition, school districts report student enrollment at the end of year on the Michigan Student Data System (MSDS).
    - Documentation of full academic year is provided by enrollment in the school or district on the pupil count date.
    - Other documentation of student mobility is not used under the definition.
    - The MSDS is used to look-up prior enrollment to determine if a student is considered “full academic year.”
    - MSDS collections used for elementary and middle schools: Fall, Spring, and End of Year at the feeder school, which is the school that the student attended during the school year.
    - MSDS collections used for high schools: Spring, End of Year, Fall and Spring.
    - Students who have been in the school district for a full academic year but have moved from building to building within the district are counted in the district’s AYP but not in a building’s AYP. This does not affect the top to bottom ranking, as there is no district ranking.
    - If a student is not reported in an enrollment count in any Michigan school during one of the MSDS collections but is reported in the other two, and the student’s school reported data, that student will be considered non-FAY. If a school does not submit MSDS data (i.e. there are no data available for any students in one of the MSDS collections), all students enrolled in that school during the prior count and the following count will be considered FAY, even though they are missing data on one of the counts.
  
- Student criteria for inclusion in the top to bottom calculations:
  - Top to Bottom ranking calculations are based on regular and alternate assessments (MEAP, MEAP-Access (if available), MME, MME-Access, and MI-Access).
  - All students with valid scores in the assessments were included.

- All students with test scores who are full academic year (FAY) are included.
- Only public school students were included (no homeschooled or private school students).
- Each student has a primary education providing entity (PEPE). The PEPE is who is accountable for this student.
  - For the 2010-2011 school year, the PEPE will be held accountable for participation and
  - Feeder school for the 2010-2011 calculations points at who had the student in the 2009-2010 school year. No PEPE in 2009-2010; will utilize former feeder school rules.
  - Next year (2011-2012) and forward will need to use feeder PEPE.
- Ninth grade students who repeat ninth grade technically have a high school as their “feeder” school for their social studies test. This test reflects 8<sup>th</sup> grade content standards and 8<sup>th</sup> grade learning. For the ranking calculations, the high school is still considered the “feeder” but any school that does not include grade 8 as a grade/setting in the EEM will not receive an elementary/middle school social studies content area in their ranking, even if they have students who populate that field.
- Same calculations as those to determine the AYP student detail table (the base student-level table used in AYP calculations, including FAY and feeder rules. This means that the students for which a school is accountable is the same for both AYP and top to bottom ranking.

*Proficiency (Two-Year Average)*

- Most recent two years of published data from fall MEAP, grades 03-09 in mathematics, reading, writing, science, and social studies
- Most recent two years of published data from fall MEAP-Access, grades 03-09 in mathematics, reading, and science
- Most recent two years of published data from fall MI-Access, grades 03-09 in mathematics, science, and English Language Arts (ELA) with ELA being treated as reading is for MEAP and MEAP-Access
- Most recent two years of published data from spring MME, grade 11 in mathematics, reading, writing, science, and social studies (with the addition of 12<sup>th</sup> graders who were FAY in the school but did not previously count toward either participation or proficiency for any school in a previous year)
- Most recent two years of published data from spring MME-Access, grade 11 in mathematics, reading, science, and social studies (with the addition of 12<sup>th</sup> graders who were FAY in the school but did not previously count toward either participation or proficiency for any school in a previous year)
- Most recent two years of published data from spring MI-Access, grade 11 in mathematics, ELA, science, and social studies (with the addition of 12<sup>th</sup> graders who were FAY in the school but did not previously count toward either participation or proficiency for any school in a previous year)

*Improvement (Two-Year Average or Four-Year Slope)*



- Most recent two years of published Performance Level Change data from fall MEAP, grades 04-08 in reading and mathematics
- Most recent two years of published Performance Level Change data from fall MEAP-Access, grades 04-08 in reading and mathematics
- Most recent two years of published Performance Level Change data from fall MI-Access, grades 04-08
- Most recent four years of published data for all other grades, subjects, and tests (to calculate four-year improvement slopes)
  - If a school does not have four years of data to produce a slope, DO NOT produce a zero slope for that school.
    - If the school has two years of data, calculate the change from the previous year to the current year as the slope.
    - If the school has three years of data, generate the slope based on three years of data only.

#### *Graduation Rate and Graduation Rate Improvement*

- Most recent four years of the four-year graduation rate
- Rate is based on a two year average graduation rate (of the four-year cohort rate)
- Improvement is based on a four year improvement slope (of the four-year cohort graduation rate).
  - If the school does not have four years of data to produce a slope, DO NOT produce a zero slope for that school.
    - If the school has less than two years of data, make the slope n/a and produce the graduation index based *solely on graduation rate for the most recent year*.
    - If the school has three years of data, generate the slope based on three years of data only.
    - If the school has only two years of data, generate a simple change score based on those two years of data.
- The graduation rate will be based on the better of the four-, five-, or six-year graduation rate, once six-year graduation rates are available for all years to calculate the improvement slope; until that time, the four-year rate will be used as the default rate.

### **Business Rules: Top to Bottom Ranking Calculations (Summary)**

All public schools who met the selection criteria were rank ordered to create the Top to Bottom list using the following business rules:

- A student with a performance level of 1 or 2 is considered proficient.
- All students with test scores who are full academic year (FAY) were included.
- The school receives a ranking if at least 30 FAY students are tested in either the elementary/middle school span or the high school span (or both) for each year in two or more subjects
- Schools were rank ordered using a proficiency index (based on the weighted average of two years of achievement data), a progress index (based on two or four years of achievement data), and an achievement gap index (based on the weighted average of two years of top/bottom 30 percent of students' achievement data) to combine test scores from different grades, progress over three or four years, and test scores for all tested subjects. Schools with a graduation rate also had graduation rate and graduation rate improvement included in their ranking calculation.
- Achievement is weighted more than improvement or achievement gaps. This is because the focus is on persistently low-achieving schools. Weighting proficiency more heavily assures that the lowest performing schools, unless they are improving significantly over time, still receive the assistance and monitoring they need to begin improvement and/or increase their improvement to a degree that will reasonably quickly lead to adequate achievement levels.

### **School Ranking Business Rules**

#### Full Narrative Version

#### **Datasets to be included (if available)**

- The most recent (up to) four years of published data for each officially adopted statewide achievement assessment<sup>1</sup>
  - There is no cap on the number of MI-Access or MEAP-Access proficient scores that can be counted toward proficiency.
- Most recent three or four years of published data for four-year graduation rate (four years if four years are available)<sup>2</sup>

#### **Content Areas to be included (if available)**

- Reading<sup>3</sup>
- Mathematics

<sup>1</sup> The maximum number of years available (up to four) will be used for each assessment program.

<sup>2</sup> To account for graduation rate in the top to bottom ranking.

<sup>3</sup> English Language Arts is used for MI-Access in place of Reading, since MI-Access does not offer a standalone reading test.

- Science
- Social Studies
- Writing
- Graduation Rate<sup>4</sup>

#### **Assessment Data Inclusion rules**

- Include only scores from students who are full academic year (FAY)
- Include fall scores in data for the previous year's school and previous grade using feeder codes
- Include spring scores for the current year's school and grade
- Calculate ranking for a school on a content area only if at least 30 FAY students were tested in the elementary/middle school span (3-8) *or* the high school span (9-12), *or* both, for the most recent two years
- Include only public school students (no home schooled or private school students)
- Calculate an overall ranking for schools only if they meet the 30 FAY threshold for at least two content areas.
- Include schools only if they are not shared educational entities (SEEs) whose scores are returned to the sending districts for accountability purposes

#### **Graduation Rate Inclusion rules**

- Include graduation rates if CEPI produces a graduation rate for a school. If a school does not qualify for the ranking based on 30 FAY students in at least two tested content areas, then their graduation data will not be included and used in generating statewide means and standard deviations for graduation rate.

#### **Definitions**

- Elementary/middle school = a school housing any of grades K-8
- High school = a school housing any of grades 9-12
- Secondary school = a school housing any of grades 7-12
- Full academic year (FAY) indicates that the student was claimed by the school on the previous two count days

#### **Conventions**

- A school classified as both elementary/middle and high school has ranks calculated for both sets of grades
- The definitive version is based on mathematical operations as performed by Microsoft SQL.
- Overall school percentile ranks are truncated to the integer level (the decimal portion is deleted) to reflect that minor differences in percentile ranks are not practically important.
- Schools that are currently inactive but have performance data attributed to them receive a ranking

#### **Steps in Calculations**

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<sup>4</sup> While graduation rate is not a "content area," it will be treated similarly to all other content area measures in developing the scale for ranking schools.

1. For each test, grade, content area (including graduation rate where applicable), and year, calculate a z-score<sup>5</sup> for each student based on their scale score, calculated as  $z_i = \frac{[SS_i - \mu_{SS}]}{\sigma_{SS}}$ , where  $SS_i$  indicates the scale score for student  $i$ ;  $\mu_{SS}$  indicates the mean of scale scores across all students for the test, grade, content area, and year; and  $\sigma_{SS}$  indicates the standard deviation of scale scores across all students for the test, grade, content area, and year; and  $z_i$  indicates the z-score for student  $i$ .
2. [Repeat steps 3-7 separately for mathematics, reading, science, social studies, and writing; and each grade range (elementary/middle versus high school) for each school with 30 or more FAY students tested in the grade and content area in the most recent two years for which data are available]
3. For each school, calculate an achievement index for the most recent two years in which data are available:
  - a. Calculate the within-school average (mean) z-scores for the most recent (year 3) and next most recent (year 2) years tested for each school  $j$  ( $\beta_{z/3}$  and  $\beta_{z/2}$ , respectively)
  - b. Obtain the number of students tested in school  $j$  for the most recent year (year 3) and the next most recent year (year 2) for each school  $j$  ( $N_{z/3}$  and  $N_{z/2}$  for the most recent and previous year, respectively)
  - c. Calculate a weighted within-school average (mean) z-score over the most recent two years as  $\beta_{zj} = \frac{[(N_{z/3}\beta_{z/3}) + (N_{z/2}\beta_{z/2})]}{[(N_{z/3} + N_{z/2})]}$ .
  - d. Calculate the achievement index for school  $j$  as  $ach_j = \frac{\beta_{zj} - \mu_z}{\sigma_z}$ , where  $\mu_z$  indicates the statewide mean of  $\beta_{zj}$  across all comparable schools<sup>6</sup>,  $\sigma_z$  indicates the statewide standard deviation of  $\beta_{zj}$  across all comparable schools, and  $ach_j$  is a z-score delineating how many standard deviations above or below the statewide mean of comparable schools school  $j$  lies.
4. For each school, calculate a percent change index:
  - a. Where adjacent year testing occurs (e.g., reading & math in elementary/middle school):
    - a. Obtain the numbers (in the table below) for the most recent year and for the previous year.

<sup>5</sup> Calculating a z-score for each student within his or her context (the test taken, grade level, and content area) levels the playing field across tests taken, any differences in rigor of cut scores across grades, and any difference in rigor of cut scores across content areas. Using z-scores for individual students also makes the weighting impervious to changes in cut scores (recently enacted by the Michigan State Board of Education). Staying with percent proficient while raising cut scores significantly would result in significantly more than 5% of schools having zero percent proficient, and therefore, having more than 5% of schools in the "lowest 5%."

<sup>6</sup> Comparable schools are defined for special education centers as all other special education centers of the same level (i.e., elementary/middle schools versus high schools), for alternative education centers as all other alternative education centers of the same level (i.e. elementary/middle versus high school), for regular elementary/middle schools (i.e., schools with assessment data in grades 3-8) as all other regular elementary/middle schools, and for regular high schools (i.e., schools with assessment data for grades 9-12) as all other regular high schools.

Previously Proficient	Performance Level Change									
	Most recent year					Previous year				
	SD	D	M	I	SI	SD	D	M	I	SI
No	$SD_{2n}$	$D_{2n}$	$M_{2n}$	$I_{2n}$	$SI_{2n}$	$SD_{1n}$	$D_{1n}$	$M_{1n}$	$I_{1n}$	$SI_{1n}$
Yes	$SD_{2y}$	$D_{2y}$	$M_{2y}$	$I_{2y}$	$SI_{2y}$	$SD_{1y}$	$D_{1y}$	$M_{1y}$	$I_{1y}$	$SI_{1y}$

Where “SD” indicates a significant decline in performance level from one year to the next, “D” indicates a decline in performance level, “M” indicates maintaining performance level, “I” indicates an improvement in performance level, and “SI” indicates a significant improvement in performance level. Previously proficient (yes/no) indicates whether the student was considered proficient on the test the year before.

If a student had a previous performance level of 1, and a current performance level of 1, but had a PLC of D or SD, consider that student to have a PLC of M, and assign a value of 1.

- b. Calculate the total number of FAY students with performance level change scores for the most recent year and the next most recent year as:

$$N_{PLCS} = SD_{2n} + SD_{2y} + D_{2n} + D_{2y} + M_{2n} + M_{2y} + I_{2n} + I_{2y} + SI_{2n} + SI_{2y}$$

, and

$$N_{PLCS} = SD_{2n} + SD_{2y} + D_{2n} + D_{2y} + M_{2n} + M_{2y} + I_{2n} + I_{2y} + SI_{2n} + SI_{2y}$$

, respectively.

- A. Note: If a school has 30 FAY students in a content area, but does not have 30 FAY students with performance level change scores, do not use performance level change for that school; use the slope calculations (described below)

- b. Calculate weighted improvement scores for each school using the weights given in the table below

Previously Proficient	Performance Level Change				
	SD	D	M	I	SI
No	-2	-1	0	1	2
Yes	-2	-1	1	1	2

Such that the two-year weighted performance level change for school  $j$  is calculated as the sum of the weighted improvement scores, divided by the weighted number of full academic year students with improvement scores<sup>7</sup>

<sup>7</sup> This change in the formula weights significant changes in performance level more heavily than smaller ones, weights changes in both directions more heavily for students who were not previously proficient to recognize that movement along the scale is more important for students that have not yet reached proficiency, and recognizes that maintaining a performance level below proficiency is inadequate.

- c. The improvement index for school  $j$  is calculated as 
$$imp_j = \frac{PLC_j - \bar{PLC}}{\sigma_{PLC}}$$
, where  $\bar{PLC}$  indicates the statewide mean of  $PLC_j$  across all comparable schools,  $\sigma_{PLC}$  indicates the statewide standard deviation of  $PLC_j$  across all comparable schools, and  $imp_j$  is a z-score delineating how many standard deviations above or below the statewide mean of comparable schools school  $j$  lies.
- d. Where adjacent grade testing does not occur (i.e., for all calculations in high school [including graduation rate] and in science, social studies, and writing):
- Obtain the school-mean z-score for a total of four years, including the present year and previous year ( $\hat{\beta}_{2/3}$  and  $\hat{\beta}_{2/2}$ , respectively), as well as the years two years and three years ago ( $\hat{\beta}_{2/1}$  and  $\hat{\beta}_{2/0}$ , respectively).
  - Obtain the number of FAY students tested in the school ( $j$ ) for the four most recent years ( $N_{c/3}$ ,  $N_{c/2}$ ,  $N_{c/1}$  and  $N_{c/0}$ )
  - Calculate the slope ( $\beta_j$ ) of the simple regression of school  $j$  mean z-scores on year (representing the annual change in school mean z-scores) if there are at least 20 FAY students tested in each of the years used for calculating slopes.
    - Special situations<sup>8</sup>
      - The improvement index should not be used to calculate a performance index for any content area where less than 20 FAY students were tested in any one of the years used to calculate slopes
      - Where there are only three years of data available for a given content area, calculate  $\beta_j$  as the three year simple regression of school mean z-scores on year.
      - When there are only two years of data available,  $\beta_j$  for that content area will be as the simple gain in school mean z-scores over the past two years, or  $\beta_{1,j} = \hat{\beta}_{2/3} - \hat{\beta}_{2/2}$ .
      - When there is only one year of data available, use the rate itself as the whole index
      - Use the improvement index slope for mathematics and reading in any elementary or middle school in which there are not 30 FAY students with performance level change data.
      - If a school does not have a grade 4 or higher, automatically use the improvement slop

<sup>8</sup> These special situations address the unavailability of four consecutive years of data to calculate a slope, such as would occur with the implementation of a new test or in the event that a school has opened or closed in the previous four years.

calculations, as opposed to performance level change, as no change data is available on students until at least fourth grade.

d. Calculate the improvement index for each school ( $j$ ) as

$imp_j = \frac{\beta_j - \beta_p}{\hat{\sigma}_p}$  where  $\beta_p$  is the statewide mean improvement slope across all comparable schools (elementary/middle or high school),  $\hat{\sigma}_p$  is the statewide standard deviation of improvement slopes across all comparable schools (E/MS or HS), and  $imp_j$  is a z-score indicating how far above or below the state average for comparable schools (E/MS or HS) the improvement slope for school  $j$  is.

5. Calculate an achievement gap index<sup>9</sup> for each school using the following steps:
  - a. Identify the top 30% and the bottom 30% of student z-scores in each school.
  - b. Calculate the average z-score of the top 30% of student z-scores, and the average z-score of the bottom 30% of student z-scores.
  - c. Calculate (combining across both the most recent and next most recent years) the average z-scores of the bottom 30% of z-scores in the school and subtracting from that the average of the top 30% of z-scores in the school. This gives a negative number which when compared to all schools in the state assures that schools with the highest achievement gap receive the lowest z-scores as intended.
  - a. Calculate the achievement gap index for school  $j$  ( $gap_j$ ) as the z-score of that gap as compared to the statewide distribution across all schools, such that the following quantities are produced

$$Gap_j = (z_j - u\text{-hat}) / (\sigma\text{-hat})$$

Note: Calculations also conducted using the gap for the percent proficient in the top and bottom 30%, for informative purposes. Gap in z-score is used in the ranking.

All schools with a sufficient number of students to meet the ranking criteria (30 in the current and most recent year in at least two content areas) receive a gap. The top and bottom subgroups do not need to be a certain size.

6. Calculate the school performance index for each content area as  $Y_j = \frac{(2ach_j + imp_j + gap_j)}{4}$ , where  $Y$  represents a given content area (e.g.,  $math_j$ ). The calculation described is to be carried out in all cases except in the following special situations:
  - a. Where achievement gap indices are not available, calculate the overall school performance index for each content area as  $Y_j = \frac{(2ach_j + imp_j)}{3}$ .

<sup>9</sup> This addition to the business rules assures that schools with measurable achievement gaps retain a focus on achievement gaps.

- b. Where improvement indices are not available or the most recent year's proficiency rate is at or above 90%<sup>10</sup>, calculate the overall school performance index for each content area as  $Y_j = (2ach_j + gap_j) / 3$ .
- c. Where achievement gap indices are not available AND (improvement indices are not available OR the achievement index is or above 90% of students proficient), calculate the overall school performance index for each content area as  $Y_j = ach_j$ .
- d. When calculating the school performance index for graduation rate, the two available components are the average graduation rate over the previous two years ( $ach_j$ ) and the graduation rate improvement ( $imp_j$ ). These two components are combined as  $Y_j = Grad_j = (2ach_j + imp_j) / 3$ : Note: Graduation improvement is only considered if the school does not already have above a 90% graduation rate.
7. Calculate the statewide school percentile rank on  $Y_j$  (for display purposes only), ranking within elementary/middle schools and within high schools at this point. This provides a content-area specific rank relative to other schools of the same level. This will be used only for display and will not figure into further calculations.
  8. For each content area, compare the content index (or grad rate index) to other elementary/middle schools or to other high schools. This creates a z-score ( $Y_j z$ ) for each content/grad index that compares the school's index in that content area or grad index to other schools of the same level
  9. Calculate the overall school performance index ( $spi$ ) across all content areas (including graduation rate where applicable) in which the school received a school performance index z-score ( $spi$  is calculated as the average of from 2 to 11  $Y_j z$ 's depending upon the grade configuration and enrollment). For schools without a graduation rate index,  $spi$  is calculated as the straight average of all  $Y_j z$ 's calculated for the school. For schools with a graduation rate index, the school performance index on graduation rate must account for exactly 10 percent of the overall school performance index. This is accomplished by multiplying the straight average of all other  $Y_j z$ 's calculated for the school by the value 0.9, and adding to that result the quantity  $Grad_j$  multiplied by the value 0.1.
  10. Calculate the school's overall percentile rank ( $pr$ ) across all content areas (including graduation rate as applicable) as the school percentile rank on  $spi$ .

<sup>10</sup> This modification ensures that high performing schools are not penalized for being unable to demonstrate improvement of the same magnitude of lower performing schools, due to ceiling effects.



# 2011 TOP TO BOTTOM RANKING

Understanding  
How the  
Ranking is  
Calculated

## TOP TO BOTTOM (TTB) RANKING

- The statewide top-to-bottom ranking takes into account both student achievement on state tests and graduation rates. Student achievement on state tests is included in the statewide top to bottom ranking in the following three ways:
  - Achievement at the elementary, middle, and high school levels
  - Improvement in achievement over time
  - The largest achievement gap between two subgroups calculated based on the top scoring 30% of students versus the bottom scoring 30% of students

## TTB RANKING

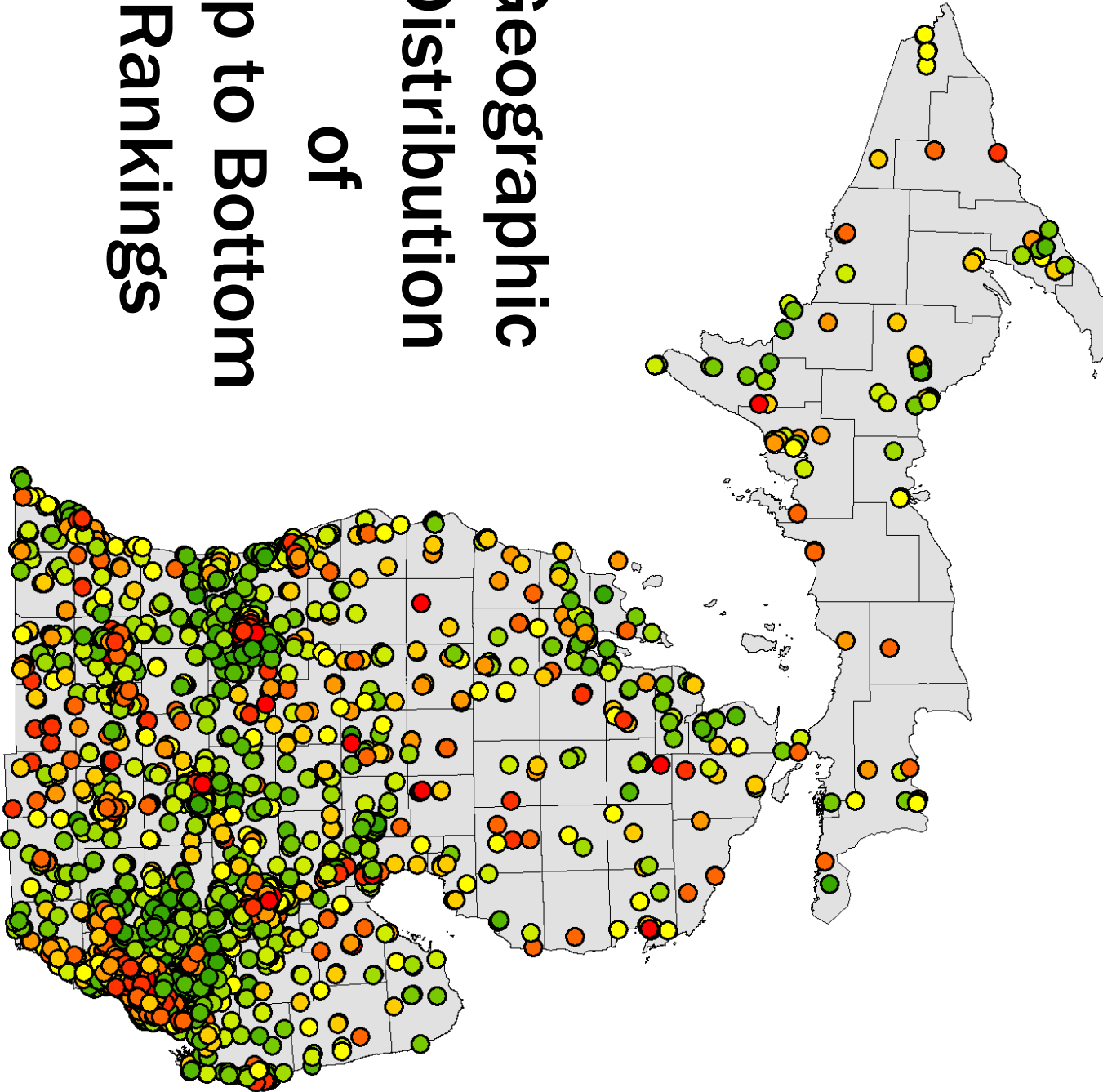
- In addition to the achievement components, student graduation is included in the statewide top-to-bottom ranking for schools with a graduation rate in the two following ways:
  - Graduation Rate
  - Improvement in graduation rate over time

## WHO RECEIVES A RANKING?

Schools with 30 or more full academic year (FAY) students tested over the last two years in at least two state-tested content areas:

- Mathematics
- Reading
- Science
- Social Studies
- Writing

# Geographic Distribution of Top to Bottom Rankings



# WHAT IS A Z-SCORE?

Quick  
Reference  
for Z-  
Scores

## WHY DO WE USE Z SCORES?

- Z-scores are a standardized measure that helps you compare individual student (or school) data to the state average data (average scores across populations).
- Z-scores allow us to “level the playing field” across grade levels and subjects
- Each Z-score corresponds to a value in a normal distribution. A Z-Score will describe how much a value deviates from the mean.

# Z-SCORE “CHEAT SHEET”

Student z-score =

$\frac{(\text{Student Scale Score}) - (\text{Statewide average of scale scores})}{\text{Standard Deviation of Scale Score}}$

$$z_1 = \frac{[SS_1 - \hat{\mu}_{SS}]}{\hat{\sigma}_{SS}}$$

School z-score=

$\frac{(\text{School Value}) - (\text{Statewide average of that value})}{\text{Standard deviation of that value}}$

$$\hat{\mu}_{z_j} = \frac{[(N_{j/s} \hat{\mu}_{z_j/s}) + (N_{j/z} \hat{\mu}_{z_j/z})]}{[(N_{j/s} + N_{j/z})]}$$

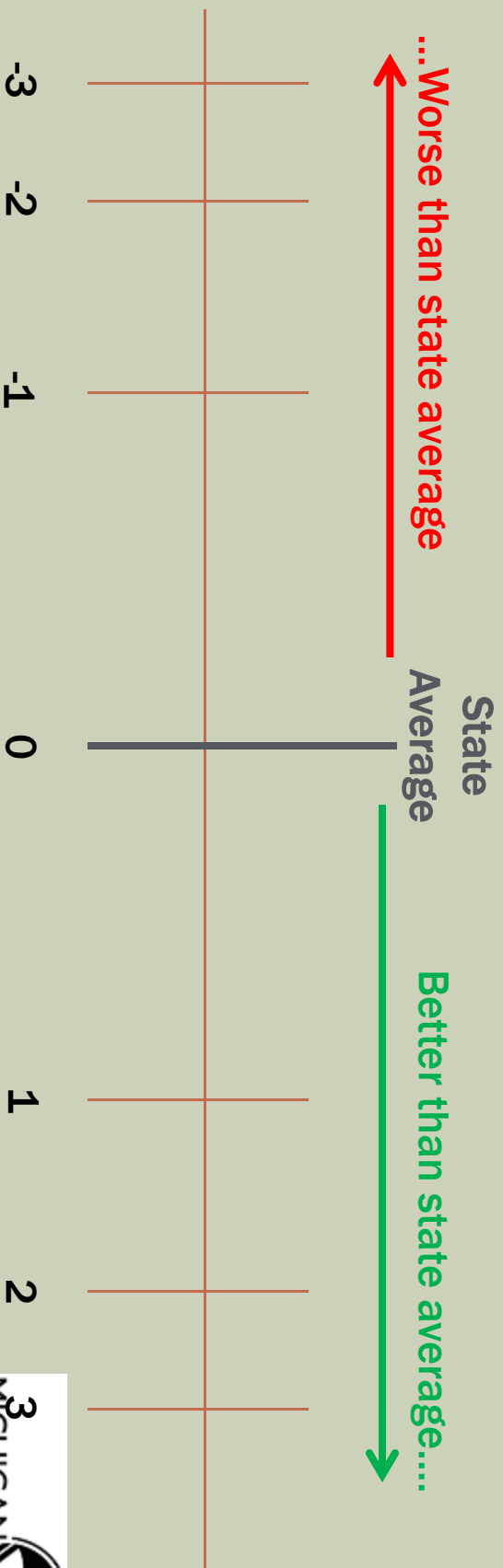
Z Score Summary PowerPoint and Business Rules-

[http://www.michigan.gov/mde/0,4615,7-140-37818\\_56562---,00.html](http://www.michigan.gov/mde/0,4615,7-140-37818_56562---,00.html)



# Z-SCORE “CHEAT SHEET”

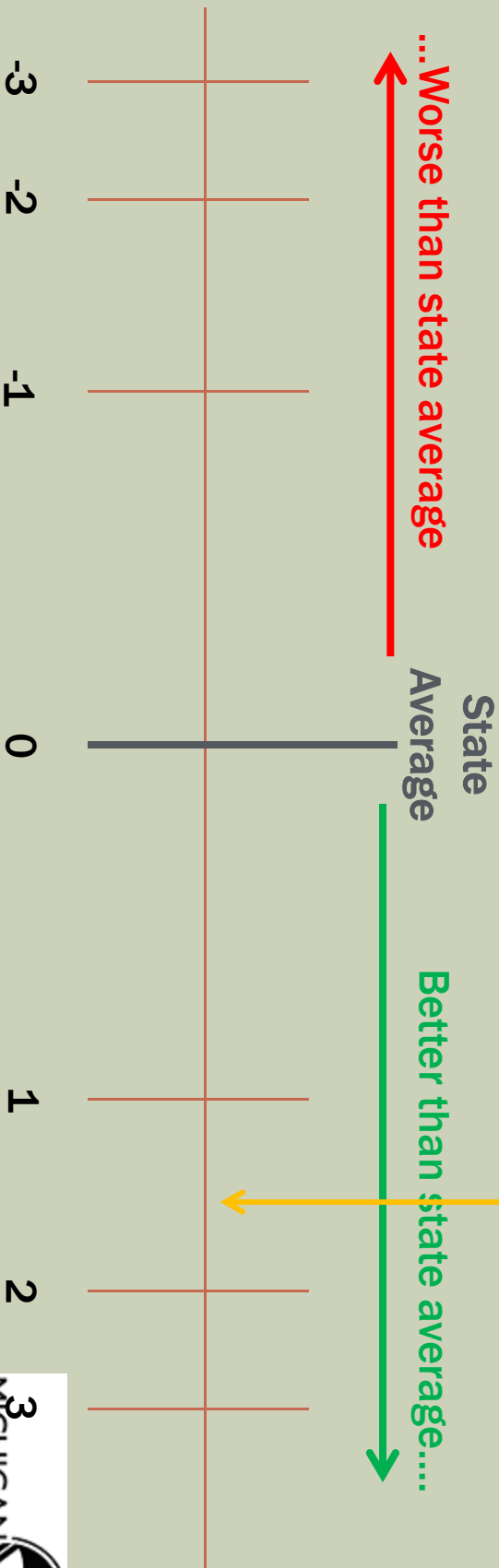
- Z-scores are centered around zero
- Positive numbers mean the student or school is *above* the state average
- Negative numbers mean the student or school is *below* the state average



# Z-SCORE EXAMPLES

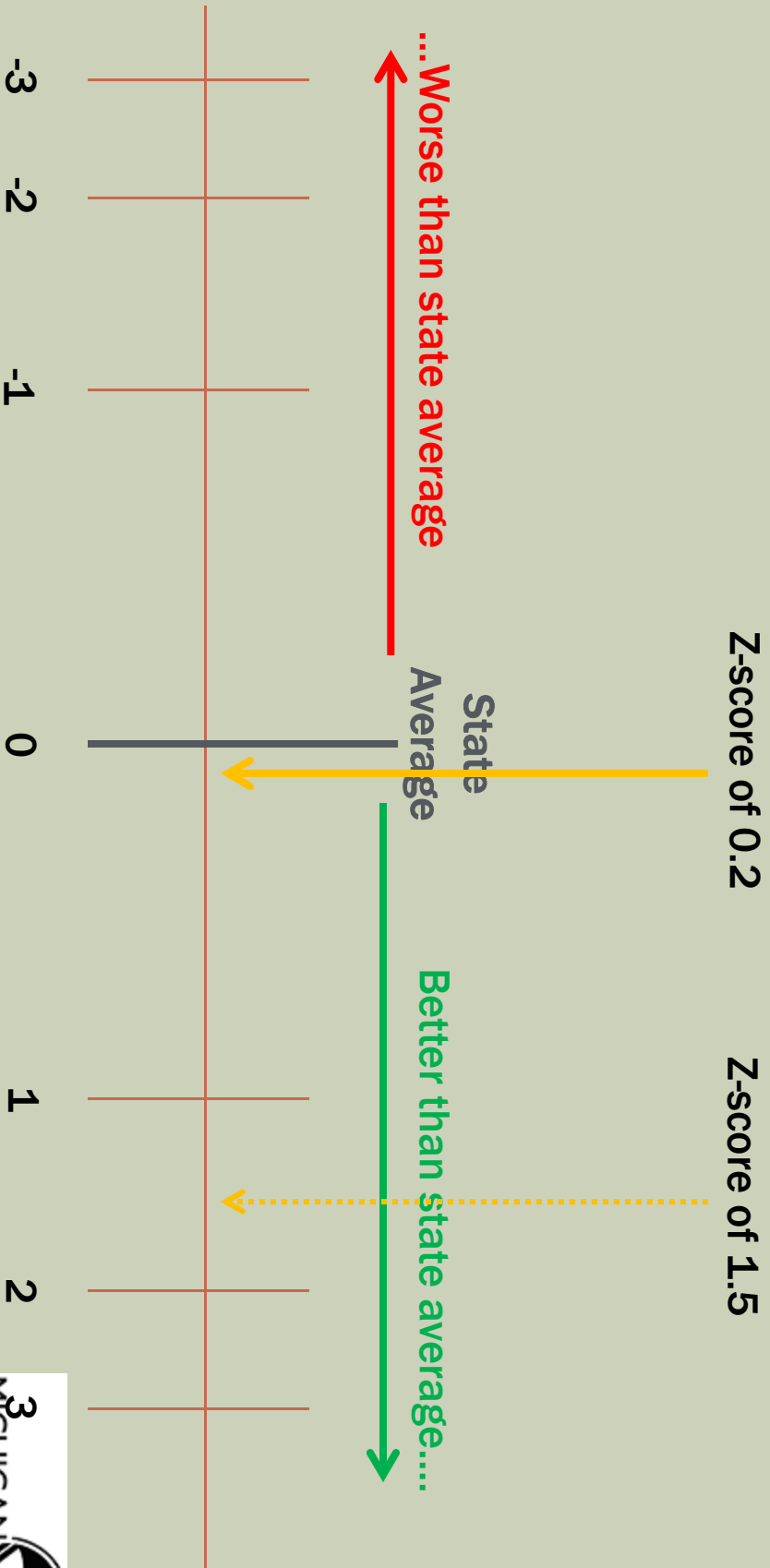
- Your school has a z-score of 1.5. You are better than the state average.

Z-score of 1.5



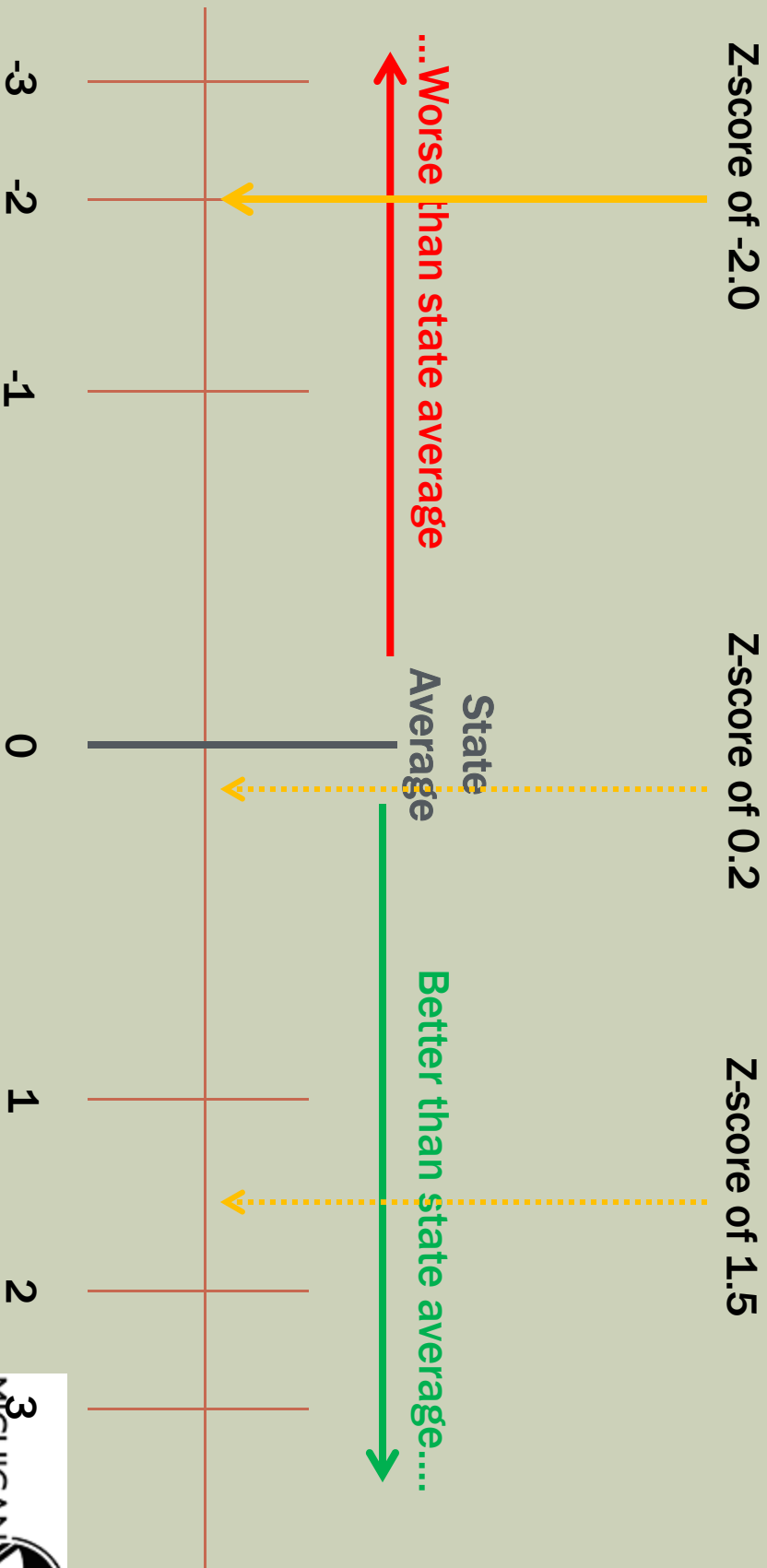
# Z-SCORE EXAMPLES

- Your school has a z-score of .2. You are better than the state average, but not by a lot.



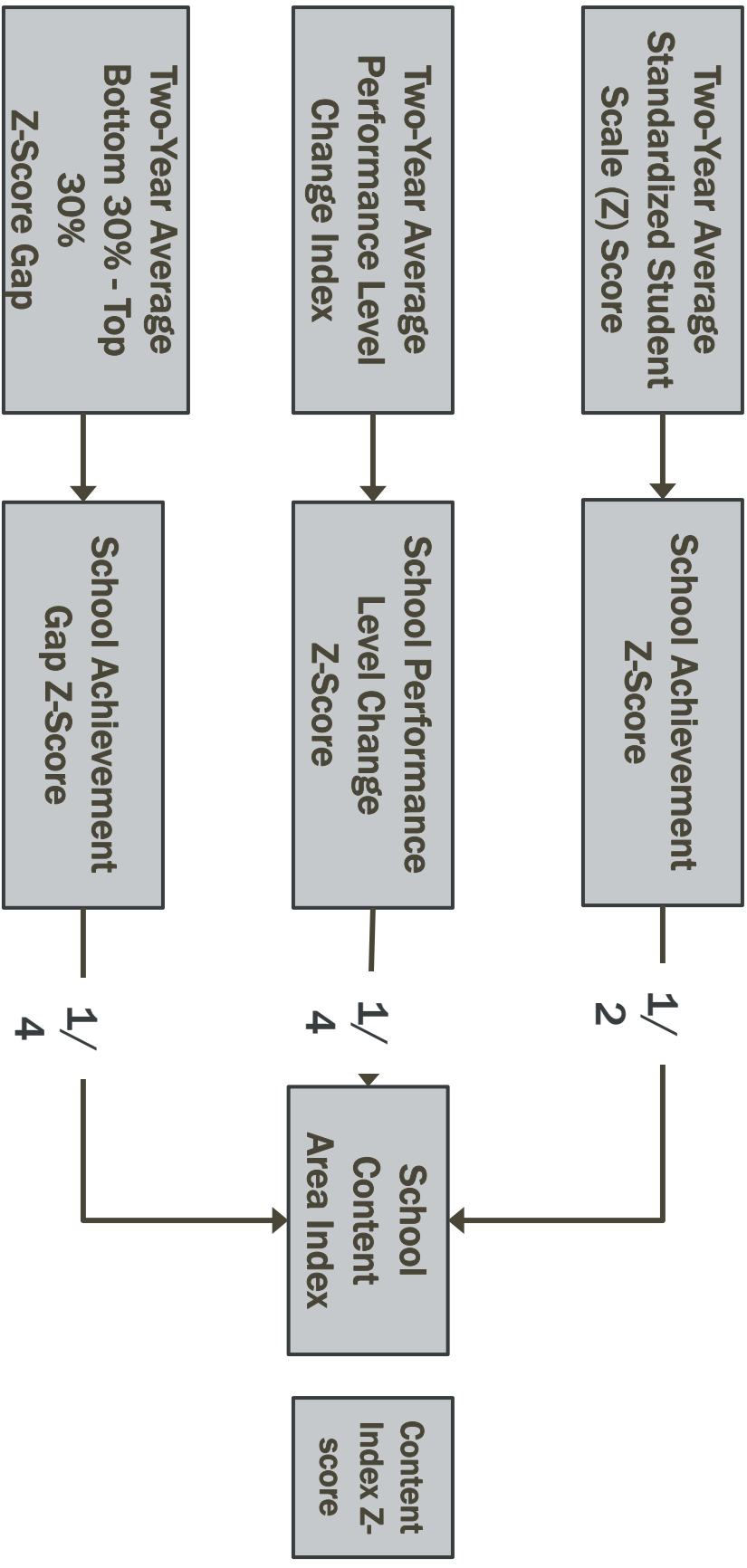
# Z-SCORE EXAMPLES

- Your school has a z-score of -2.0. You are very far below state average.



# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- For grade 3-8 reading and mathematics



## WEIGHTED PERFORMANCE LEVEL CHANGE

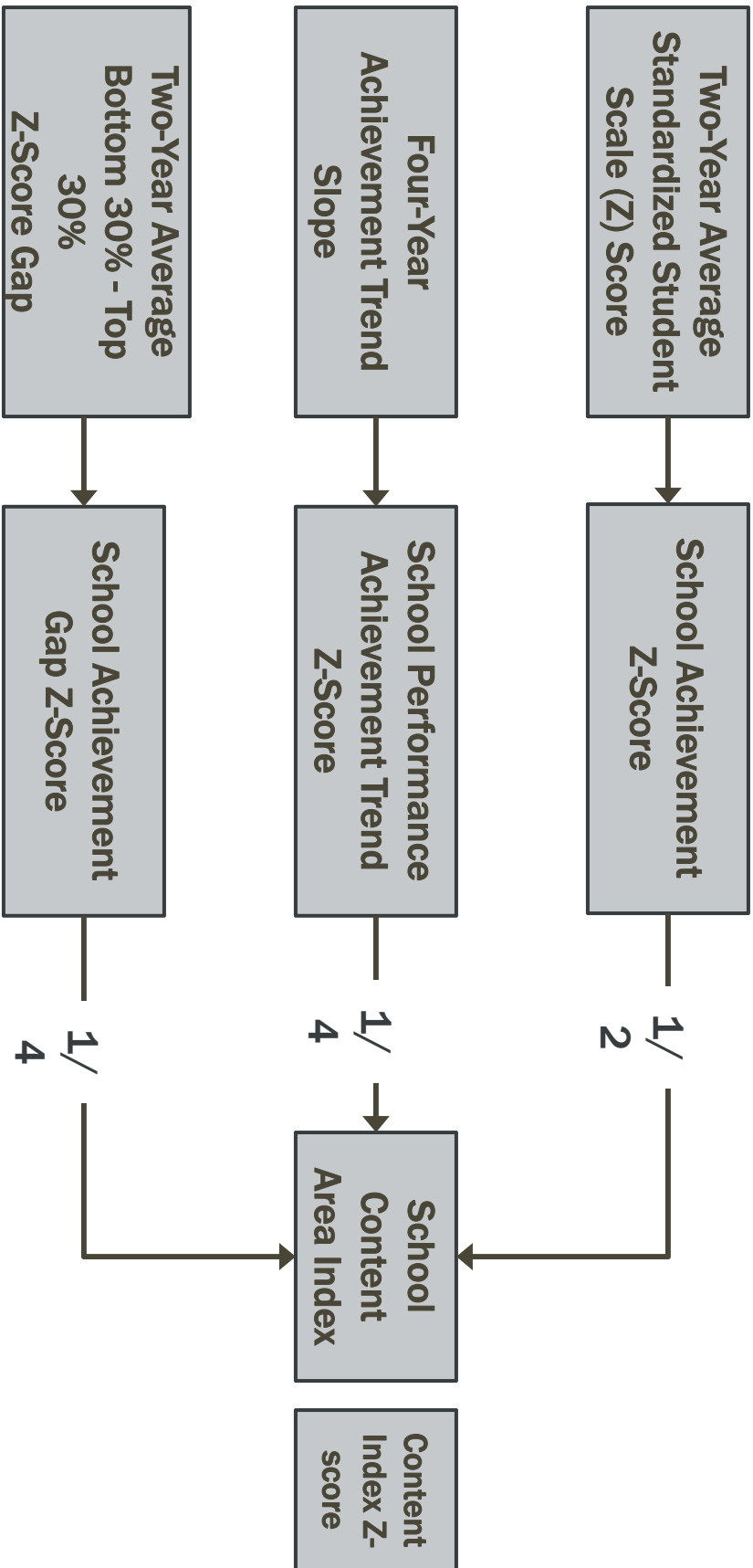
- A weighted composite of individual student performance level change is used to calculate improvement in grades 3-8 reading and mathematics

Previous Proficiency	Significant Decline	Decline	Maintain	Improvement	Significant Improvement
Not Previously Proficient	-2	-1	0	1	2
Previously Proficient	-2	-1	1	1	2

- Rewards large improvements more heavily, rewards maintenance of proficiency if a student was already proficient

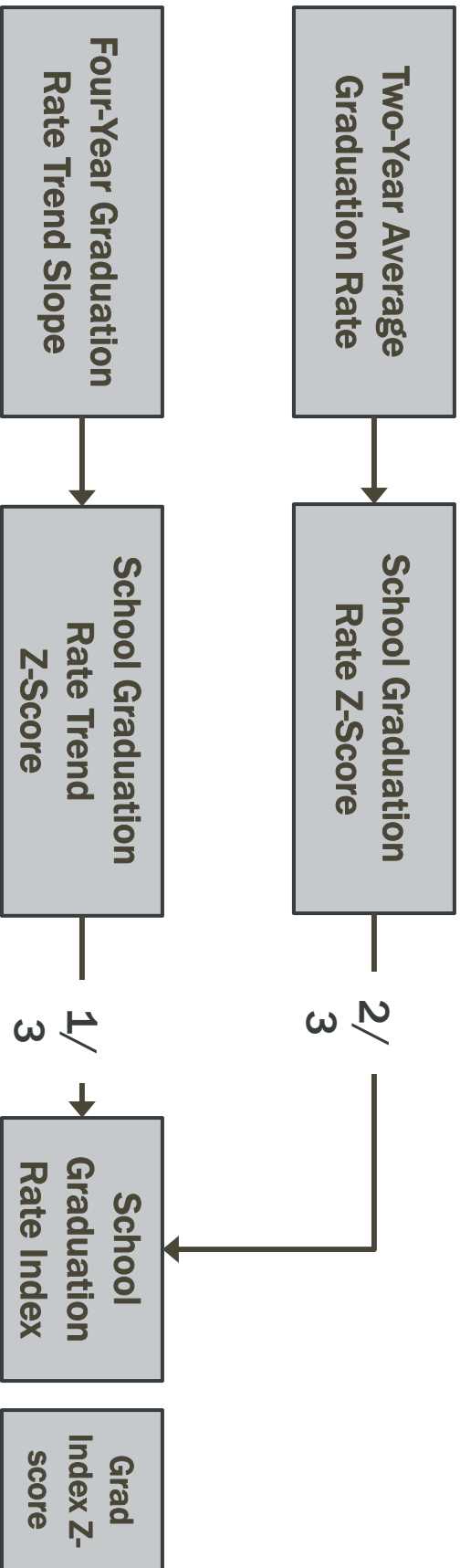
# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- For science, social studies, writing, and grade 11 all tested subjects



# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

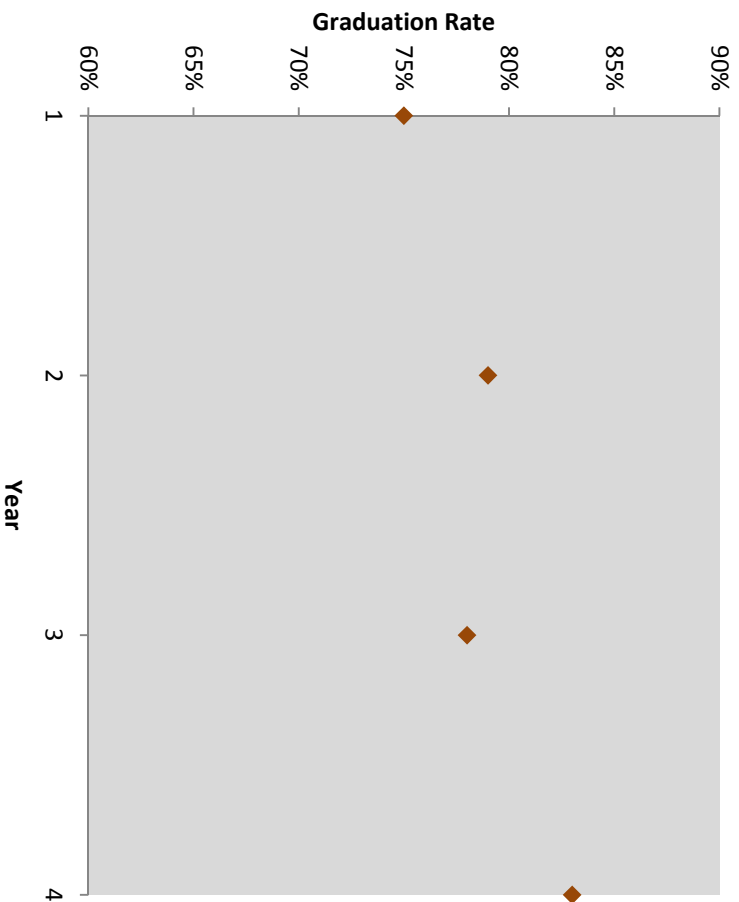
- For graduation rate





# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

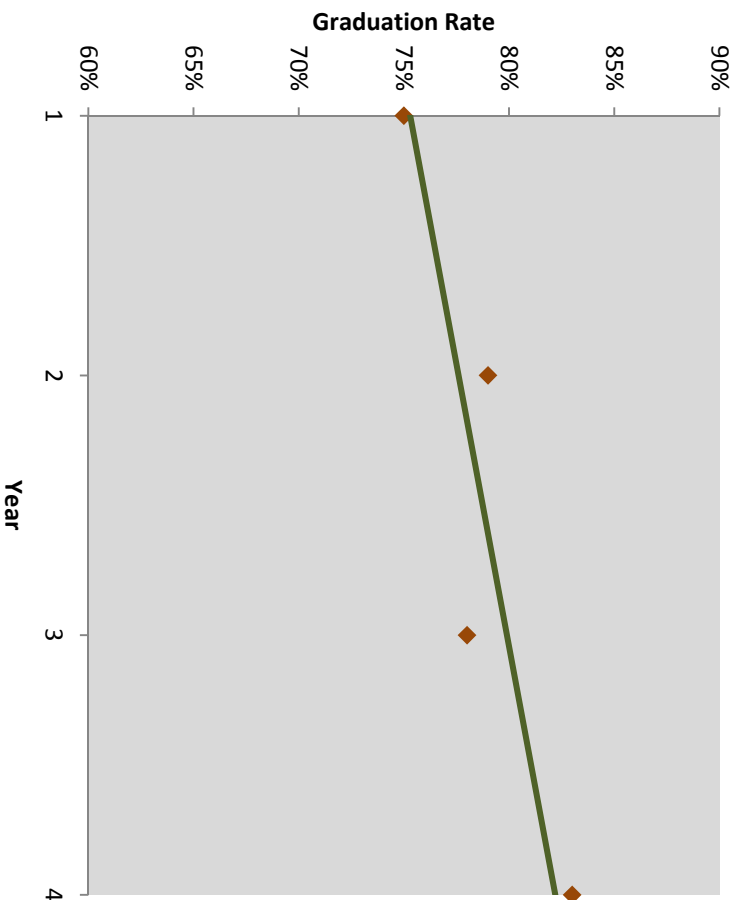
- Calculating a four-year slope (e.g., graduation rate)



- Plot the school's graduation rate for the last four years

# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

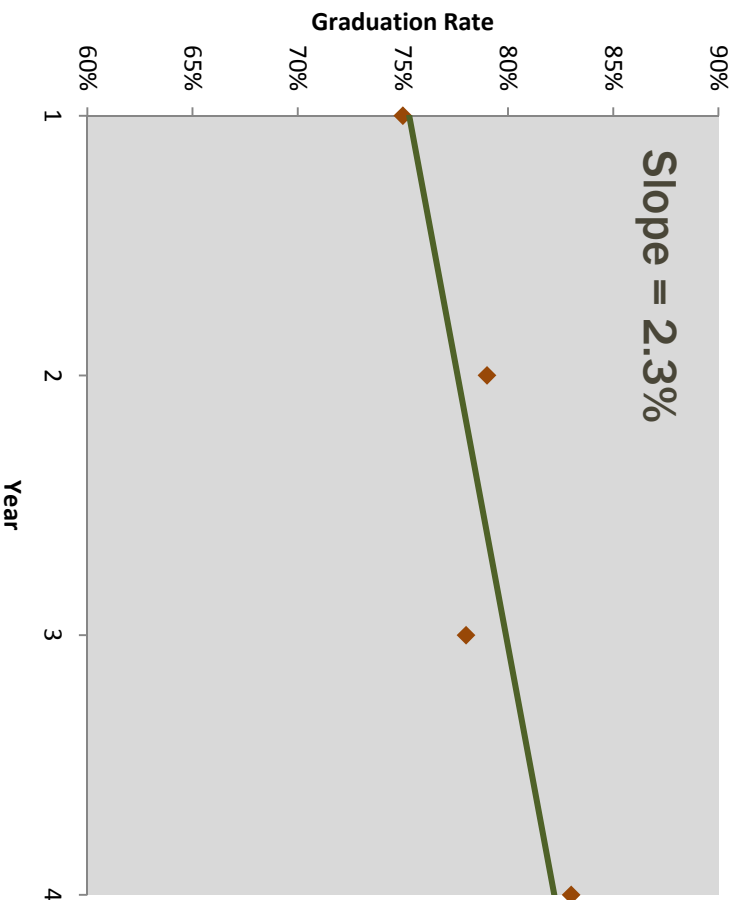
- Calculating a four-year slope (e.g., graduation rate)



- Plot the school's graduation rate for the last four years
- Plot a linear regression line through the points

# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

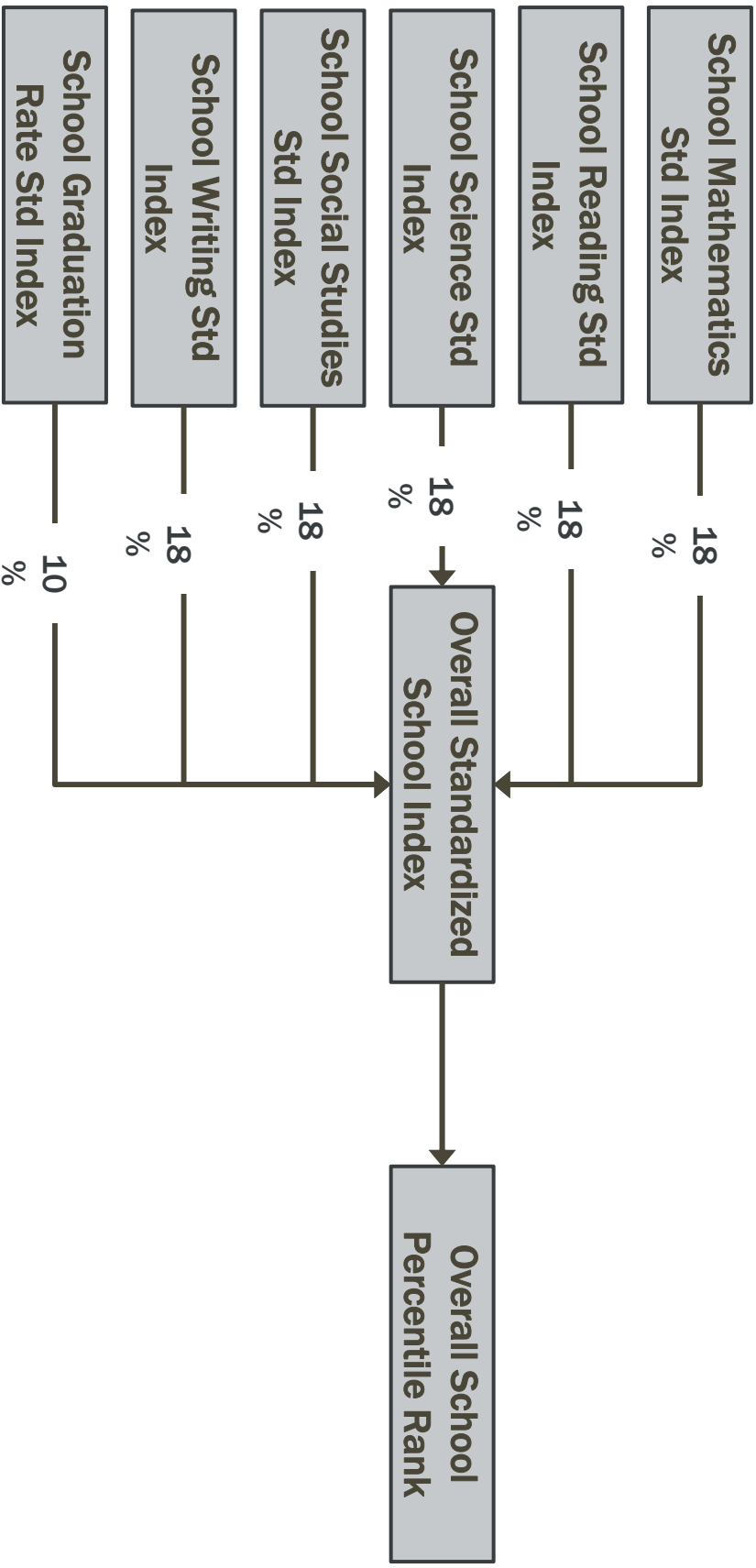
- Calculating a four-year slope (e.g., graduation rate)



- Plot the school's graduation rate for the last four years
- Plot a linear regression line through the points
- Calculate the slope of the line (gives the school's annual improvement rate)

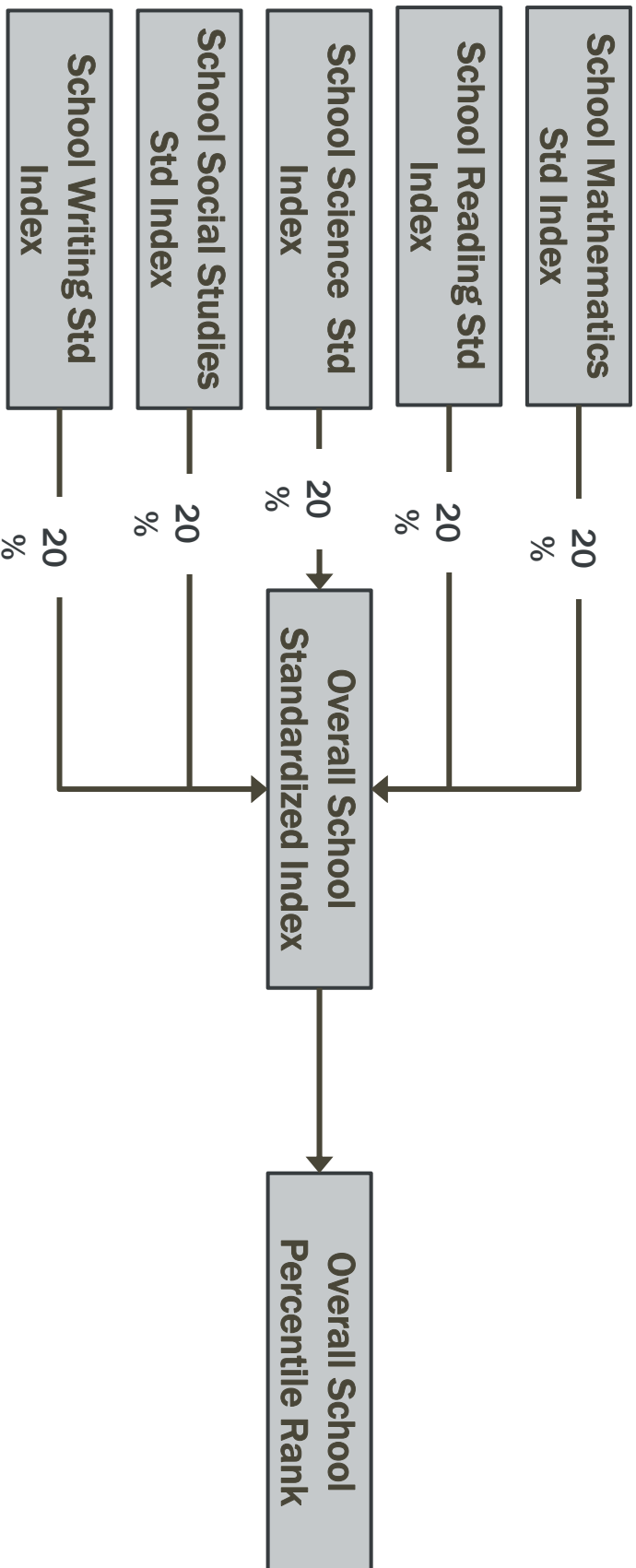
# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- Calculating an overall ranking for a school with a graduation rate



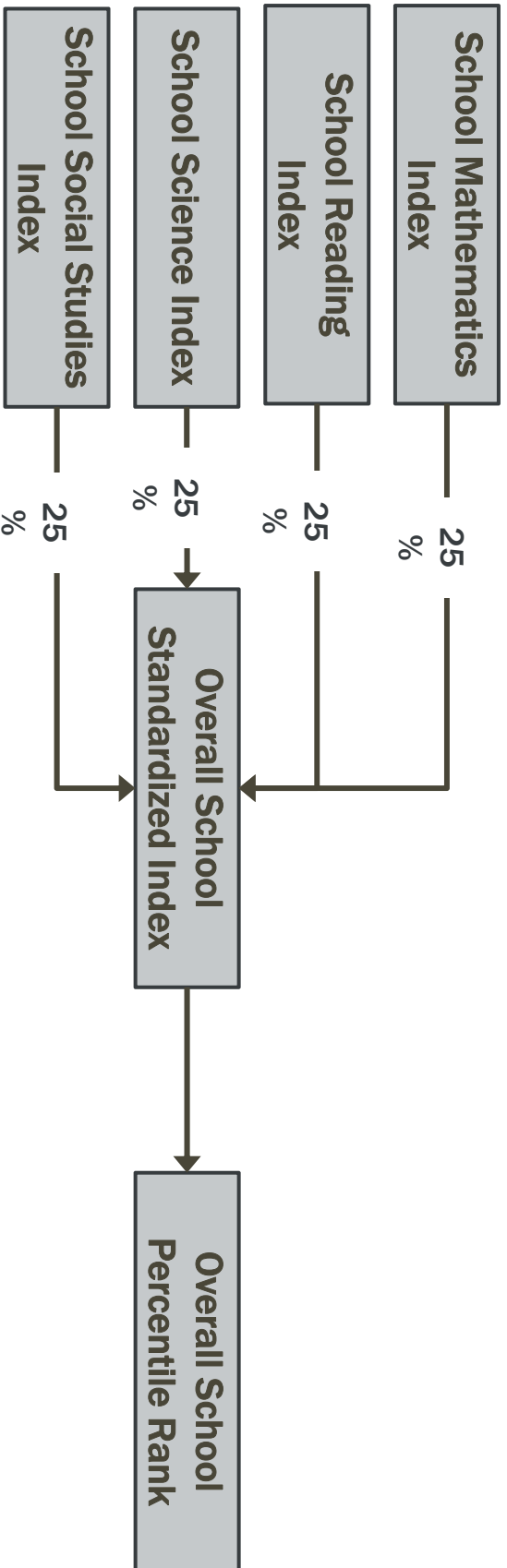
# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- Calculating an overall ranking for a school without a graduation rate



# HOW IS THE TOP TO BOTTOM RANKING CALCULATED

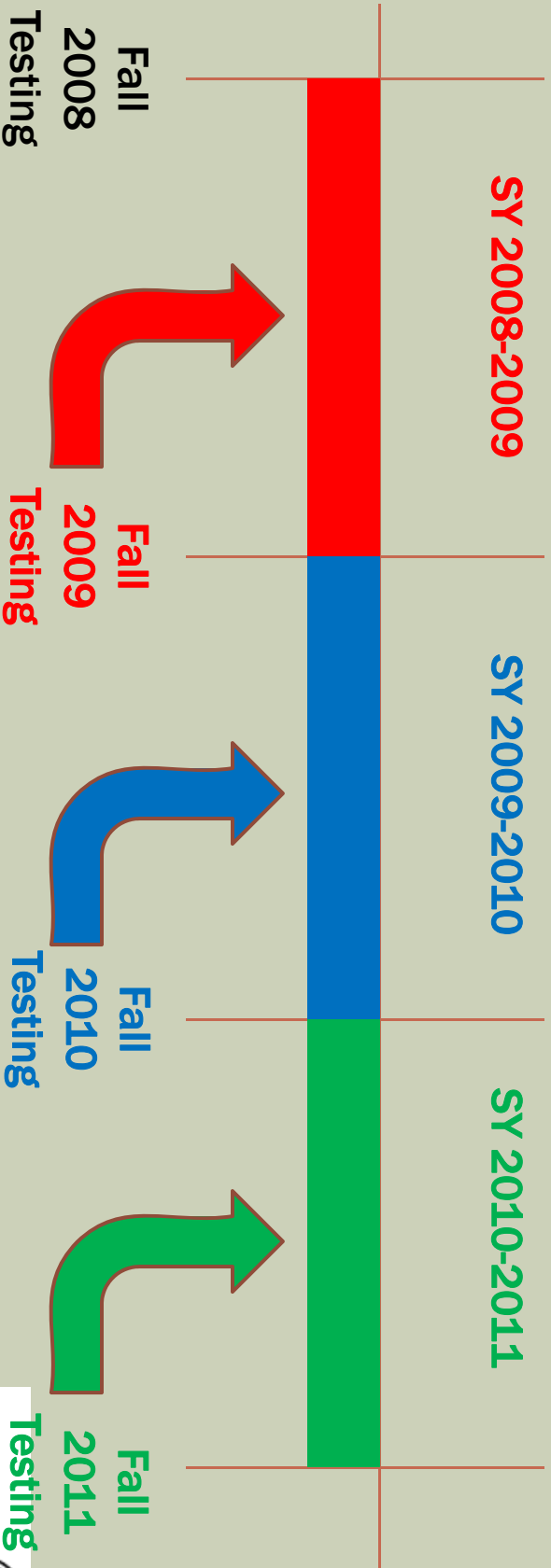
- Calculating an overall ranking for a school without a graduation rate and without a writing score



**WHICH YEARS OF DATA  
ARE IN THE RANKING?**

# FOR ELEMENTARY AND MIDDLE SCHOOLS

- Michigan tests in the fall.
- These fall tests reflect the learning of students in the *previous* school year.





## FOR HIGH SCHOOLS

- Michigan tests in the spring
- The spring test (MME and MI-Access) measures what students have learned from grades 9, 10 and grade 11 prior to the MME testing.

## WHAT DO THE 2011 RANKINGS REFLECT?

- For elementary/middle schools:
  - Performance on the MEAP and MI-Access tests in fall 2010 (which represents learning from school year 2009-2010) and before
- For high schools:
  - Performance on the MME and MI-Access tests in spring 2011 (which represents learning from school year 2010-2011 prior to testing) and before.

## WHEN IS PERFORMANCE IN 2010-2011 MEASURED?

- For elementary/middle schools:
  - Fall 2010 MEAP & MI-Access
- For high schools
  - Spring 2011 MME & MI-Access

## WHEN IS PERFORMANCE IN 2011-2012 MEASURED?

- For elementary/middle schools:
  - Fall 2011 MEAP, MI-Access & MEAP-Access
- For high schools
  - Spring 2012 MME & MI-Access

# HOW IS THIS DIFFERENT FROM THE PLA LIST?

TTB vs PLA

## TTB VERSUS PLA

- This list represents a ranking of all schools in the state of Michigan, using our preferred methodology developed in collaboration with many stakeholders.
- MDE also published, according to state statute, a list of Persistently Lowest Achieving schools. This is the PLA list.
- The PLA list of schools was generated by a set of federally-approved and required rules that differ from our Top to Bottom ranking.

# WHY ARE THE LISTS DIFFERENT?

	Top to Bottom	PLA
Subjects included	Math Reading Writing Science Social Studies	Math Reading
Graduation rate?	Yes	No
Components	Achievement (1/2) Improvement (1/4) Achievement gap (1/4)	Proficiency (2/3) Improvement (1/3)
Proficiency?	Uses standardized measure of student performance (z-score)	Uses proficiency levels
High achieving schools?	Calculation adjustments to avoid “ceiling effects”	No adjustment
Tiers?	No tiers; all schools included	Tiers; Title I, AYP and school level considered



**RESOURCES TO  
UNDERSTAND MY  
RANKING**



# RESOURCES AVAILABLE

- Complete list of all schools and their ranking
- Individual school look-up to see your school's results
- Overview presentation with voice over
- FAQ
- Business rules by which the rankings were calculated
- Complete data file and validation file

You can access these resources at: <http://www.michigan.gov/baa>  
Click on "Michigan Schools Top to Bottom Ranking"

You can also request individual assistance by calling the Evaluation, Research and Accountability unit at 517-373-1342, or emailing [mde-accountability@michigan.gov](mailto:mde-accountability@michigan.gov)

**Principal Waiver Application Form**

**DIRECTIONS**

- The School Improvement Team (SIT) and the school district collaborate to determine whether or not to request retaining the principal at the school. Parent/community stakeholders must be included.
- Notify the Michigan Department of Education of your intention to apply for a *Principal Waiver*.
- Form the *Principal Waiver Application Team*. Members must include:
  - a. SIT Team (additional members could be included)
  - b. ISD Representative/Process Mentor

[Principal does not participate as a team member but provides information as requested]

\*\*\*\*\*

**PART 1      **Justification****

Explain in one paragraph below, your school’s justification for retaining your principal in his or her current position.

**PART 2      **Principal Effectiveness****

The principal plays a key role in school leadership. Strand II of the School Improvement Framework states: *“School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.”*

Identify two Characteristics under each of the three Standards in Strand II that best demonstrate the principal’s effectiveness. Provide documentable/observable evidence to support your claim then, based on this evidence, rate his or her effectiveness on the following five point scale:

- 5      Exceptional – Few principals reach this level of accomplishment
- 4      Highly Effective – Consistently produces high quality results
- 3      Effective – Produces results
- 2      Inconsistent – Produces variable results
- 1      Ineffective – Not producing results

Standard 1: Instructional Leadership – *“School leaders create and sustain a context for learning that puts student learning first.”*

	5	4	3	2	1
Characteristic:					
Evidence					
	5	4	3	2	1
Characteristic:					
Evidence					

Standard 2: Shared Leadership – *“Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.”*

	5	4	3	2	1
Characteristic:					
Evidence					
	5	4	3	2	1
Characteristic:					
Evidence					

Standard 3: Operational & Resource Management – *“School leaders organize and manage the school to support teaching and learning.”*

	5	4	3	2	1
Characteristic:					
Evidence					
	5	4	3	2	1
Characteristic:					
Evidence					

**PART 3 School Initiatives and Principal Competencies****3A: The Principal's Role in Key Initiatives**

Please identify the role the principal has played in three or four key initiatives designed to increase student achievement over the past two years. In Part 3B you will be asked to identify principal competencies related to these initiatives.

Name of Initiative #1:	
Brief Description of this initiative	
Describe the role the principal played in this initiative	

Name of Initiative #2:	
Brief Description of this initiative	
Describe the role the principal played in this initiative	

Name of Initiative #3:	
Brief Description of this initiative	
Describe the role the principal played in this initiative	

Name of Initiative #4:	
Brief Description of this initiative	
Describe the role the principal played in this initiative	

**3B: Principal Competencies**

Part 3B focuses on the identification of key competencies exhibited by a principal that research has shown to be critical to a turnaround school's progress. A three point rubric is provided. Please rate your principal on each of the competencies by checking the appropriate box. For any competency rated "Exemplary" please provide documentation in the box provided. Ratings of "Competent" or "Requiring Support" do not require documentation. Please limit your response to 1-3 examples of documentation per Rubric. Whenever possible, the documentation (evidence) provided should be related to the key school initiatives identified in 3A.

**PRINCIPAL COMPETENCY RUBRICS****Cluster I: Driving for Results**

<b><u>Exemplary</u></b>	<b><u>Competent</u></b>	<b><u>Requiring Support</u></b>
<input type="checkbox"/> I 1A Sets challenging goals to reach a high standard of performance despite barriers and makes multiple attempts to overcome these barriers.	<input type="checkbox"/> I 1B Works to meet explicit standards required by others or by setting own reachable standards	<input type="checkbox"/> I 1C Demonstrates minimal concern for the quality of work
<u>Documentation</u>		
<input type="checkbox"/> I 2A Carefully chooses challenging goals and actions (for self and others) based upon cost-benefit analysis of resources (human, time, fiscal, other) designed to build long-term results	<input type="checkbox"/> I 2B Selects goals and actions based on available resources	<input type="checkbox"/> I 2C Goals are set by others
<u>Documentation</u>		
<input type="checkbox"/> I 3A Voluntarily initiates and follows through on new projects	<input type="checkbox"/> I 3B Completes assigned work as required without extra supervision	<input type="checkbox"/> I 3C Requires additional supervision to complete tasks
<u>Documentation</u>		
<input type="checkbox"/> I 4A Consistently demonstrates high expectations for staff and students	<input type="checkbox"/> I 4B Frequently states high expectations for staff and students	<input type="checkbox"/> I 4C High expectations are not readily apparent
<u>Documentation</u>		
<input type="checkbox"/> I 5A Openly monitors staff performance, personally addressing performance problems and taking action where needed	<input type="checkbox"/> I 5B Monitors staff performance and addresses performance problems as required	<input type="checkbox"/> I 5C Sees role to be primarily one of teacher supervision
<u>Documentation</u>		
<input type="checkbox"/> I 6A Acts quickly, decisively and completely to address current problems and crises as they arise. Identifies future needs, potential problems or potential opportunities and plans or acts in advance to address them.	<input type="checkbox"/> I 6B Acts quickly, decisively and completely to address current problems and crises as they arise	<input type="checkbox"/> I 6C Focuses on immediate needs, tasks and problems only
<u>Documentation</u>		

**Cluster II: Influencing for Results**

<b>Exemplary</b>	<b>Competent</b>	<b>Requiring Support</b>
<input type="checkbox"/> II 1A Employs a variety of strategies to communicate with diverse populations to obtain desired impact and adapts communication to meet the needs of each population	<input type="checkbox"/> II 1B Considers reactions from diverse populations and adapts communication to obtain the desired impact	<input type="checkbox"/> II 1C Uses same communication strategies for all audiences
<u>Documentation</u>		
<input type="checkbox"/> II 2A Supports team functioning by providing the necessary information and the human and material resources to ensure success	<input type="checkbox"/> II 2B Informs team members affected by decisions or events what is happening, ensuring that they have the necessary information	<input type="checkbox"/> II 2C Provides limited direction and resources to the team
<u>Documentation</u>		
<input type="checkbox"/> II 3A Ensures staff obtains the experiences and training they need to develop new skills and levels of capability and provides specific feedback, both positive and negative, to individuals to help them improve	<input type="checkbox"/> II 3B Provides specific feedback, both positive and negative, to help others improve	<input type="checkbox"/> II 3C Minimal support to is provided to help others improve
<u>Documentation</u>		
<input type="checkbox"/> II 4A Gives others full responsibility for very challenging work with full latitude for choosing work steps	<input type="checkbox"/> II 4B Ensures others understand the work to be done	<input type="checkbox"/> II 4C Takes minimal role in group functioning
<u>Documentation</u>		

**Cluster III: Problem Solving**

<b>Exemplary</b>	<b>Competent</b>	<b>Requiring Support</b>
<input type="checkbox"/> III 1A Breaks apart a complex problem or process into categories and subcategories down to the basic steps or parts and organizes them in a logical way (based on time, importance or other factors)	<input type="checkbox"/> III 1B Organizes a complex activity into steps in a logical way (based on time, importance or other factors)	<input type="checkbox"/> III 1C Responds to tasks as they arise; creates simple lists of tasks or items
<u>Documentation</u>		
<input type="checkbox"/> III 2A Given complex situations, identifies key issues and problems not previously recognized by others to determine what is most important or how things are related	<input type="checkbox"/> III 2B Uses a known method of categorizing complex data	<input type="checkbox"/> III 2B Demonstrates literal thinking
<u>Documentation</u>		
<input type="checkbox"/> III 3A Analyzes a variety of types and sources of complex data and interprets them in a way that that allows staff and stakeholders to understand and use the data	<input type="checkbox"/> III 3B Analyzes a variety of types and sources of complex data	<input type="checkbox"/> III 3C Relies on other staff with data expertise to analyze and interpret the data
<u>Documentation</u>		
<input type="checkbox"/> III 4A Applies knowledge of similarities, differences and gaps in longitudinal data during the planning process to inform decisions	<input type="checkbox"/> III 4B Employs longitudinal data to inform decisions	<input type="checkbox"/> III 4C Uses primarily current data to inform decisions
<u>Documentation</u>		
<input type="checkbox"/> III 5A Collaborates with stakeholders and develops clear, logical plans that people can follow in order to ensure a strong connection between school learning goals and classroom strategies	<input type="checkbox"/> III 5B Collaborates with stakeholders to develop a logical plan that people can follow	<input type="checkbox"/> III 5C Assures that a plan is in place for people to follow
<u>Documentation</u>		

**Cluster IV: Showing Confidence to Lead**

<b>Exemplary</b>	<b>Competent</b>	<b>Requiring Support</b>
<input type="checkbox"/> IV 1A Stands up for positions taken in conflicts, yet willing to compromise when provided a compelling argument	<input type="checkbox"/> IV 1B Voices opinions on items of importance	<input type="checkbox"/> IV 1C Defers to others during conflicts
<u>Documentation</u>		
<input type="checkbox"/> IV 2A Makes evidence-based decisions and acts decisively to gather support once decision is made.	<input type="checkbox"/> IV 2B Makes evidence-based decisions	<input type="checkbox"/> IV 2C Defers to others to make decisions
<u>Documentation</u>		
<input type="checkbox"/> IV 3A Seeks out challenge and responsibility and tackles challenging assignments with energy and focus	<input type="checkbox"/> IV 3B Willing to take on challenging assignments	<input type="checkbox"/> IV 3C Avoids challenges due to fear of failure
<u>Documentation</u>		
<input type="checkbox"/> IV 4A Willing to stand up to those in power despite disagreements	<input type="checkbox"/> IV 4B Expresses conflicting opinions to those in authority	<input type="checkbox"/> IV 4C Accepts decisions made by those in authority without objection
<u>Documentation</u>		



**Research References**

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