Top 10 in 10 Years

- The Michigan Department of Education (MDE), with the input and support of thousands of stakeholders, has created a plan for Michigan to become a Top 10 state in 10 years

- In support of this plan, we have created an assessment vision and have used the federal Every Student Succeeds Act (ESSA) as an opportunity to enact components of this vision

- The presentation today focuses on assessment and on the ESSA plan, at the request of the committee

Quick Recap: Assessment Vision

- For the last two years, Superintendent Whiston and the MDE have been working with the legislature, the governor, parents, educators and other stakeholders to craft and enact an assessment vision for Michigan

- We conducted a Request for Information to find more information about the availability of products that combined benchmark and summative assessments

- We made the decision to shift to the PSAT 8/9 for our 8th grade ELA and math tests, beginning in the spring of 2018

- Assessment changes are not largely negotiated through the Every Student Succeeds Act process

Today's Status

- Current situation:
  - Reduce the length of the current M-STEP to an average of three hours in the spring of 2018 by modifying the test blueprint with our current contractor.
  - Begin the use of the PSAT 8/9 in the spring of 2018
- We are working to issue a Request for Information, which will
  - Allow us to select no less than 3 benchmark solutions to be used as early as the 2018-19 school year
    - Selected vendors must be willing to negotiate a discounted state rate for their solutions to be considered for statewide use and to provide a data file to the state so that growth data can be included in accountability
    - Selected vendors must be able to demonstrate the tests are aligned to Michigan standards

The Every Student Succeeds Act

- Congress passed ESSA in December of 2015
- Michigan began working on our ESSA plan based on the Top 10 in 10 plan in the spring of 2016, convening thousands of stakeholders over the next year; engaging in four rounds of feedback
- We submitted our plan in April of 2017
  - Michigan wanted to take a leadership role among states in shaping the discussion with USED
  - We also wanted to sure that we submitted a plan based on Michigan's needs
  - We wanted to get a jump start on moving Michigan forward throughout Top 10 in 10 plan and not wait another year

ESSA Status: Feedback and Process

- In July, USED provided the first round of feedback on our plan

- They had a series of technical questions which we clarified within two weeks

- They were not able at that point to review the accountability portion of the plan because we had submitted three options while the conversation continued with the legislature

- After the original July feedback, we finalized the accountability portions of the plan and submitted again, and have been engaged in continued negotiations with them

- We submitted the latest set of edits yesterday and are expecting federal approval of the Michigan plan in the near future

ESSA Overview

- We have provided a written overview
  - Includes educator quality; services to English language learners and other special populations; supports to schools and districts; and accountability and assessment
- For this presentation, we have focused on our accountability plan

Our Plan

- We will create the transparency dashboard as planned for all schools, with:
  - The key indicators (the federally required indicators)
  - All of the additional indicators (outlined in the State Board Policy on Transparency Dashboard)
- This will be displayed for all schools statewide

Dashboard Phases
Phase 1 (Released December of 2017)

- Primary metrics
  - Discussed earlier in this presentation—the ESSA required metrics
- Postsecondary transition and readiness metrics
  - Persistence
  - Completion
  - Percent of high school graduates who are proficient on the SAT
- School climate and culture
  - Support titles
  - Expulsion data
  - Ratio of students to instructional FTEs
- Student factors
  - Dropout rate
  - Student mobility, attendance

Phase 2 (Fall of 2018 OR ongoing as data become available - TBD)

- All Phase 1 plus things that required new data collection
- Time spent in fine arts, music, physical education, and access to library media specialist (requires new data so needs to be phase 2)
- Access/equity
  - Early learning access
  - Before/after school programming
  - Wraparound services
  - Access to technology
  - Services for students with disabilities
  - Services for ELLs
- School climate/culture (Phase 1 plus suspension data [new data collection 2017-2018] and financial reporting)
- Student factors (Phase 1 plus extracurricular opportunities and presence of recess)

Phase 2 Workgroups

- Workgroups are being established now to create recommendations by December of 2017 so we can integrate into Phase 2 build

- Workgroups are:
  - Services for students with disabilities
  - Services for ELLs
  - Climate/culture/engagement surveys
  - Educator engagement

- Additional work required by the MDE to determine equity/achievement gaps

Phase 3 (Fall of 2019)

- All previous phases plus items that required substantial additional consideration and new data
  - Climate/culture/engagement surveys
  - Additional financial reporting
  - Possibly others as defined by the data definition workgroups

Minimum Statutory Requirements of ESSA

- In order to meet the minimum requirements of the federal statute, we must submit a system to identify:
  - Comprehensive Support and Improvement Schools (CSI)
    - Lowest performing schools
  - Targeted Support and Improvement Schools (TSI)
    - Schools with low performing subgroups
  - Additional Targeted Support Schools
    - Schools in which a subgroup is performing at the level of a comprehensive support school
- The plan will not be approved without this information

Minimum Statutory Requirements (continued)

- The system for identifying those federally required types of schools must include:

  - Proficiency

  - Growth

  - Graduation rate

  - English learner progress

  - "Additional indicator of school quality"

Our Plan (continued)

- We will use the federally required key indicators, with the weights and all other details negotiated for the A-F system, to create a 0-100 index that will allow us to identify the lowest performing schools
    - Those schools will then be triaged into three types of districts:
        - Partnership districts
        - Early warning districts
        - General support districts (with the option for any district to request specific types of supports from us—a category we are calling "selected support" districts)

Reminder: Technical Details of that System

- All of these have been discussed extensively through the ESSA stakeholder engagement process

- Weights:
  - Proficiency =29%
  - Growth = 34%
  - Graduation rate = 10%
  - EL Progress = 10%
  - School Quality/Student Success = 14%
  - Participation =3%

Reminder: Technical Details of that System (continued)

- School Quality/Student Success includes:
  - K-12 Chronic Absenteeism
  - K-8 Time Spent in Fine Arts, Music, Physical Education, and Access to a Library Media Specialist
  - 11th and 12th Grade Advanced Coursework (CTE, IB, AP, dual enrollment, Early/Middle College)
  - High School Postsecondary Enrollment Rate

N-size

- For the transparency dashboard, n-size will be 10
- For the CSI/TSI metrics, an accountability n-size of 30 will be applied, for all components

Our Plan (continued)

- Targeted support schools:
  - We will identify any school with low-performing subgroup(s), and inform districts of their low performing subgroup(s), and request that they use this data/information to inform their school improvement plan
  - Early warning districts and partnership districts will get more intensive technical assistance with this process
- Additional targeted support schools:
  - Calculate an index value for each subgroup in the same way as calculating the overall index for CS schools
  - Any subgroup with an index value less than or equal to the highest overall index value in the lowest performing group of schools identifies that school as an additional targeted support school
  - All of this outlined today would be adjusted/changed to align to any legislation passed and signed by the governor

Questions?

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