MICHIGAN'S ESEA FLEXIBILITY RENEWAL REQUEST

PRESENTATION TO HOUSE EDUCATION COMMITTEE

March 12, 2015

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Supporting Michigan's Priorities

- ESEA Flexibility offers us an opportunity to further some of our key priorities:
  - All Michigan students graduate ready for college, careers, and community.
  - Closing achievement gap.
  - Increasing early literacy and reading proficiency in third grade.
  - Developing and supporting a workforce that can achieve these goals.

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Process and Timeline

- Current ESEA Flexibility approval expires at the end of 2014-15 school year.
- Approved Renewal will extend through 2017-18 school year.
- MDE has been engaged in extensive stakeholder feedback over the previous two months.
- Public comment is open now and closes on March 23, 2015.
- Renewal Request due to USED on March 31, 2015.

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Principle 1: College- and Career-Ready Expectations for All Students

States must demonstrate their continued commitment to ensure that all students graduate from high school ready for college and careers, through implementation of career- and college-ready standards and assessments, including supports for all students, including English Learners, students with disabilities, low-achieving students, economically disadvantaged students, and teachers of those students.

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Principle 1: Overview

- Much of the existing content revolves around the adoption and rollout of Career and College Ready Standards.
- Including a focus on:
  - Early literacy and numeracy; and
  - Updates to Michigan's multi-tiered systems of support.
- Postsecondary access and persistence data and supports
- Assessment transitions

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

States must demonstrate their continued commitment to continuous improvement of systems and processes supporting implementation of the system of differentiated recognition, accountability, and support.

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Principle 2: Accountability Metrics

- In our current system, we:
  - Identify Priority (lowest performing schools), Focus (schools with the largest gaps), and Reward (high-performing, high-progress and Beating the Odds) schools every year; and
  - Produce the color-coded Scorecard for all schools each year.

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We are facing two issues:

- Assessment transition years in 2014-2015 and 2015-2016.
- Desire to redesign accountability system to:
  - Name Priority and Focus schools on a multi-year naming cycle; and
  - Produce a yearly scorecard using letter grades, following legislative interest.

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Proposed Accountability Cycle

	Fall 2015	Fall 2016	Fall 2017
What is reported publicly?	Parent dashboard(?) State-level assessment results	Parent dashboard State-level assessment results	Priority, Focus and Reward Schools Scorecard for all other schools
What is reported securely to districts/schools?	Scorecard At-risk of Priority and Focus notifications Student-level information	Scorecard At-risk of Priority & Focus notifications Student-level information	Student-level information
What are accountability consequences?	None (unless do not participate)	None (unless do not participate)	Entry into Priority and Focus status

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Key accountability takeaways

- There is substantial interest from some stakeholders, including the Michigan Legislature, to move from the color-coding described in this document to a diagnostic scorecard that utilizes an A-F schema to indicate overall school performance.
- The MDE will continue to work with stakeholders, including the Michigan Legislature, over the next year to align state and federal accountability systems and determine the most meaningful indicators to use, including the steps necessary to transition from colors to a new schema by the next high-stakes accountability cycle in 2017.

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Key accountability takeaways

- MDE is proposing to implement a three-year identification cycle for Priority and Focus schools. The Accountability Scorecard will continue to be produced annually, and serve as a diagnostic to stakeholders. MDE's Top-to-Bottom ranking will be used every three years, starting with academic year 2016-17, to identify Priority and Focus schools.
- Participation consequences

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Key Accountability Proposals

- Change Priority School identification criteria:
  - Use only achievement (1/2) and improvement (1/2) in Top to Bottom
  - Bottom 5% of this list = Priority Schools
  - Named every three years
- Change Focus School identification criteria:
  - Largest gap in ELA and mathematics only
  - If school has a bottom 30% subgroup with proficiency OR growth greater than the state average, they will not be named a Focus school.

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Principle 2: Priority School Supports

- Provide a multi-level support pipeline for Priority Schools where supports are differentiated based on need through:
  - Formalized Local Stakeholder Team Meetings;
  - Onsite District and School Visits;
  - Data Diagnostics; and
  - Quarterly Progress Reports.

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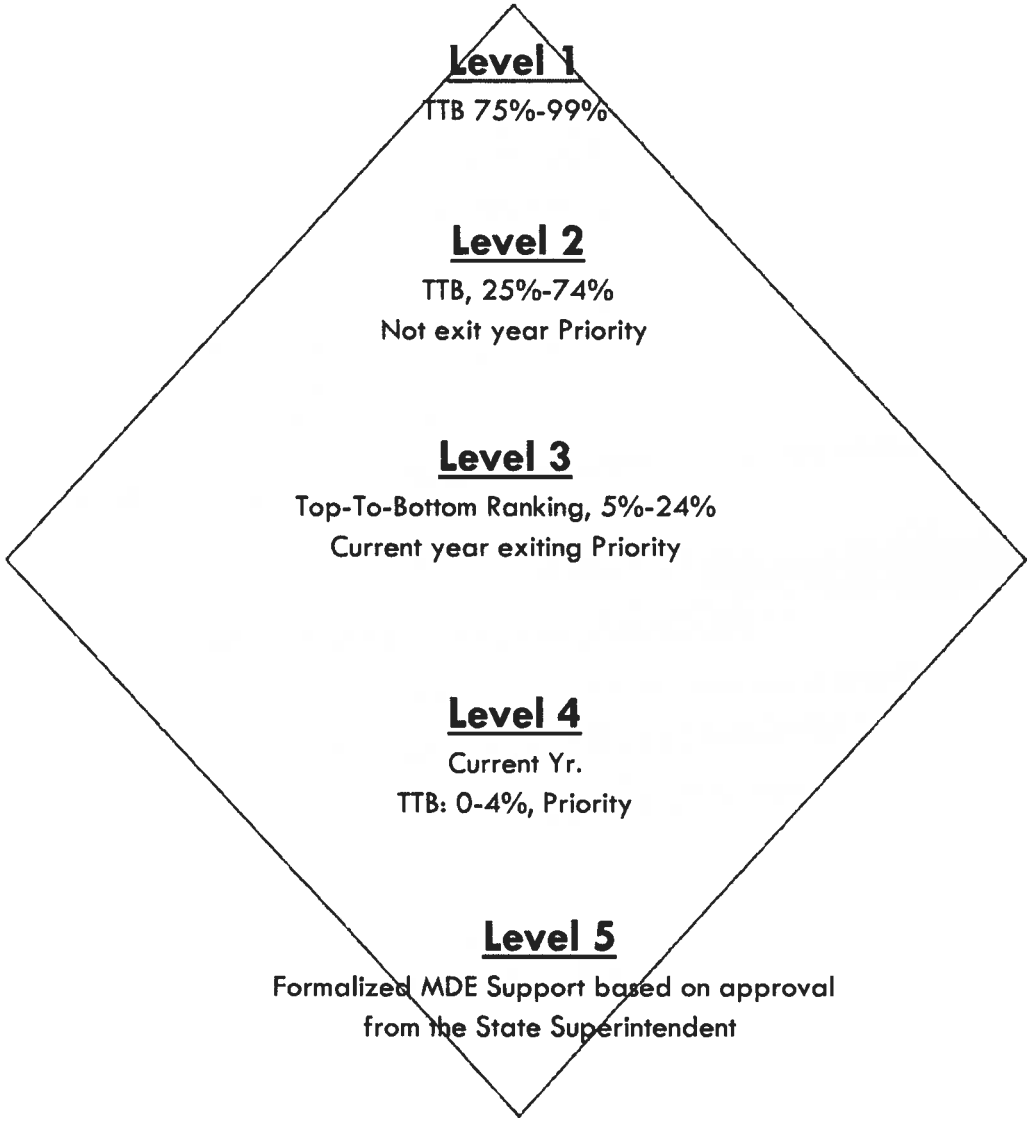
Principle 2: Priority School Supports



Level 1: Non-Structured Status

District-provided supports

Level 2: Less-Structured Status

District and MDE supports

Level 3: Semi-Structured Status

District and MDE supports

Level 4: Structured Supports/Resources

Extensive District and MDE supports

Level 5: Managed Supports/Resources

Formalized MDE supports based on approval from the State Superintendent

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Principle 2: Focus School Supports

- Tiers of MTSS implementation in partnership with OSE
- District Intervention Team to provide diagnostics of systemic issues in support of MTSS in partnership with OSE and OFS – Office Field Services
  Office Special ed
- District Improvement Facilitator support increases to 160 hours beginning in Year 3 of identification

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Principle 3: Supporting Effective Instruction and Leadership

States must demonstrate their continued commitment to implementation of teacher and principal evaluation and support systems that use multiple measures of performance, including student growth as a significant factor.

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Principle 3: Existing Content

- Building of/support for effective teaching
- Building of/support for school leadership capacity
- Recommended teacher evaluation models
- Recommended administrative evaluation models

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Principle 3: Proposed New Content

- Delay required use of state assessment data until results from 2016-17 state assessments are available following two years of data under same assessment
- Focus on Student Learning Objectives (SLO)
- Introduction of Student Growth Percentile (SGP)
- Additional focus on the relationship between educator evaluations and adult professional learning

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Do we have to do ESEA Flex?

- No. States who wish to receive Title funding and not participate in ESEA Flexibility can choose instead to implement the original NCLB requirements.
- However—we believe ESEA Flexibility can be a vehicle for us to accomplish our key goals.

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What happens if Michigan's ESEA Flexibility is not renewed?

- Starting in 2015-16, Michigan must:
  - Revert to identification of schools as identified for Improvement, Corrective Action, or Restructuring; and
  - Calculate adequate yearly progress (AYP) and make identifications based on the 100% proficient by 2014 requirement.

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What happens if Michigan's ESEA Flexibility is not renewed?

- Districts with schools identified for Improvement, Corrective Action, or Restructuring:
  - Must set aside 20% of Title I allocation to provide supplemental education services (SES) and transportation for public school choice; and
  - Will have less flexibility in the transfer and use of certain Title program funds.

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What happens if Michigan's ESEA Flexibility is not renewed?

- The MDE must:
  - Award new SIG grants based on Tier I, Tier II, and Tier III identifications only; and
  - Limit new school-wide Title I programs to those schools with greater than 40% poverty.

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QUESTIONS AND DISCUSSION

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