MICHIGAN
Department of Education

Michigan's Approach to ESSA

State Superintendent Brian Whiston

Deputy Superintendent Venessa Keesler

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

What is ESSA ?

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- The Every Student Succeeds Act (ESSA) is the latest reauthorization of the overarching Elementary and Secondary Education Act federal law.
- Passed by Congress and signed into law by President Obama in December 2015.
- Every state must develop its own plan to implement the federal law in a way that best meets the needs of its students
- States are intended to have more flexibility than in the previous federal law – No Child Left Behind Act.

Your Input is Welcomed

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- Developing the Michigan plan will be inclusive
- Working with the state Legislature throughout the development process
- Legislature will have a key role in the process, with many opportunities to weigh-in on the state plan
- Michigan's plan will align with the Top 10 in 10 initiatives, and the work of the 21st Century Education Commission – both of which share broad stakeholder representation
- Will maintain Michigan's high, rigorous standards

Michigan's Journey

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Strategic Vision Development

- **Top 10 in 10**
- **Vision committees (accountability, assessment, funding)**

Initial Plan Development

- May-October 2016
- Cycles of development and feedback

Finalize and Submit

- November-December 2016
- Interact with federal guidance

Implementation

- Official USED plan due in Spring 2017; we will be ready before then
- Implementation planning begins January 2017

A detailed MI ESSA Timeline is located on the ESSA web page at www.michigan.gov/essa under the **State Plan Development** button.

Strategic Goals

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1. Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education–to maximize lifetime learning and success.

2. Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

4. Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

5. Ensure that parents/guardians are engaged and supported partners in their child's education.

6. Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

Guiding Principles for ESSA Plan

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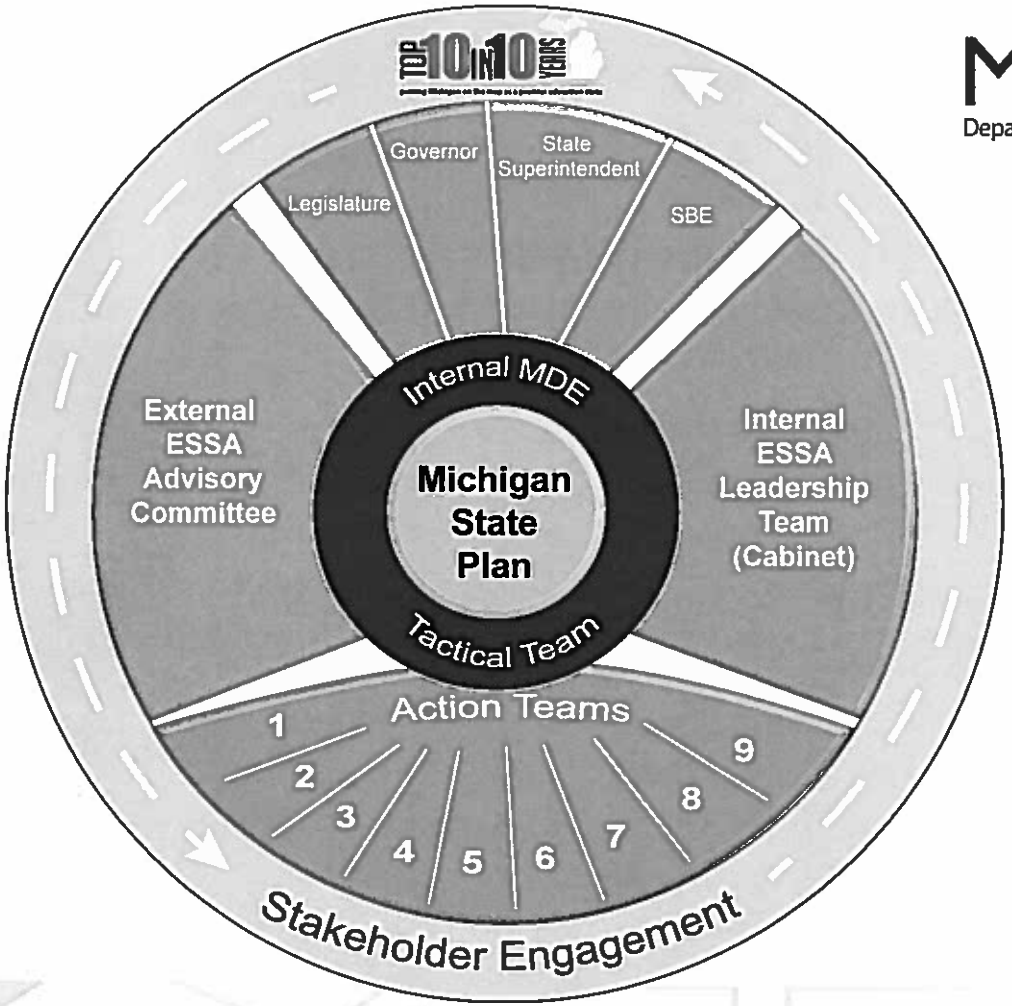
- At the core of our plan needs to be the student—their opportunity to learn, to access meaningful services to support their lives, and their ability to successfully transition into their lives after their PK-12 experience.
- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve this goal, but are not the end goals themselves.
- This plan is a vehicle to enact the goals articulated in Michigan's Top 10 in 10 plan.
- Our theory of action: With the student at the center, we can leverage the supports and resources of not only the MDE but also a wider range of organizations to provide high-quality, targeted supports to those most in need, while also providing excellent core supports and assistance to all schools and districts. This will lead to increased student outcomes, measured not only by test scores but also by factors related to their safety, well-being, access to resources, and experience as a learner and a citizen.

Structure of our Work



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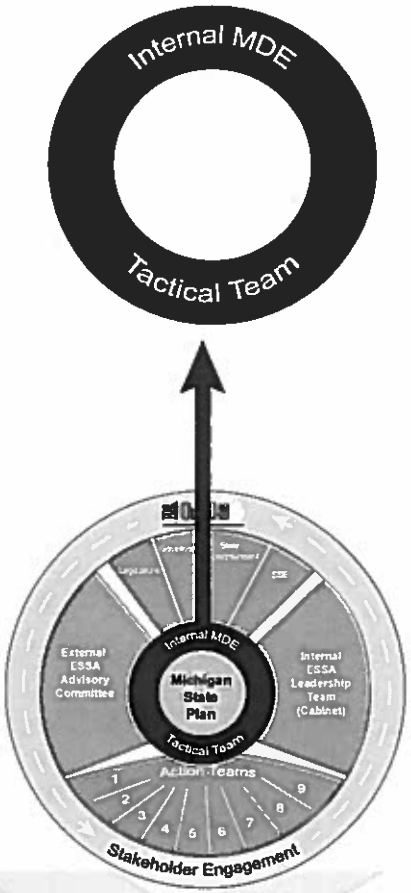
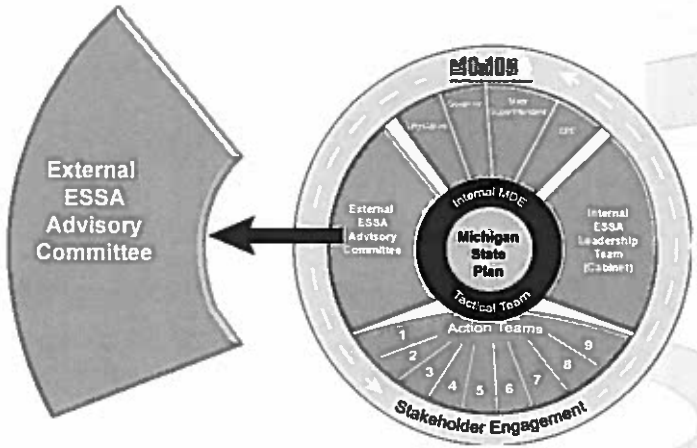
Internal MDE Tactical Team



- The Internal MDE Tactical Team will be led by MDE Deputy Superintendent Venessa Keesler
- Members include leaders from within MDE and the State School Reform/Redesign Office (SRO)
- This group will meet frequently and will guide and oversee the state's overall ESSA Plan development
- The Tactical Team serves as the link between MDE Leadership, the internal and external Action Teams, the Advisory Committee, and other stakeholders

External ESSA Advisory Committee

- Membership will include leaders of key education and other state organizations, legislators, and representatives from the Governor's office
- This committee will meet monthly to review ideas and concepts, provide guidance and feedback, and suggest changes or additions



Internal ESSA Leadership Team

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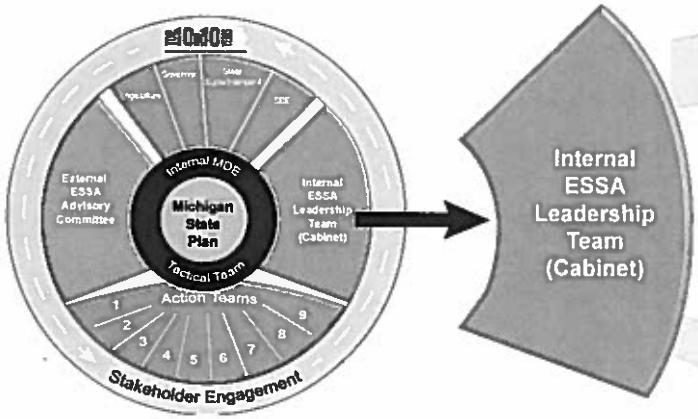
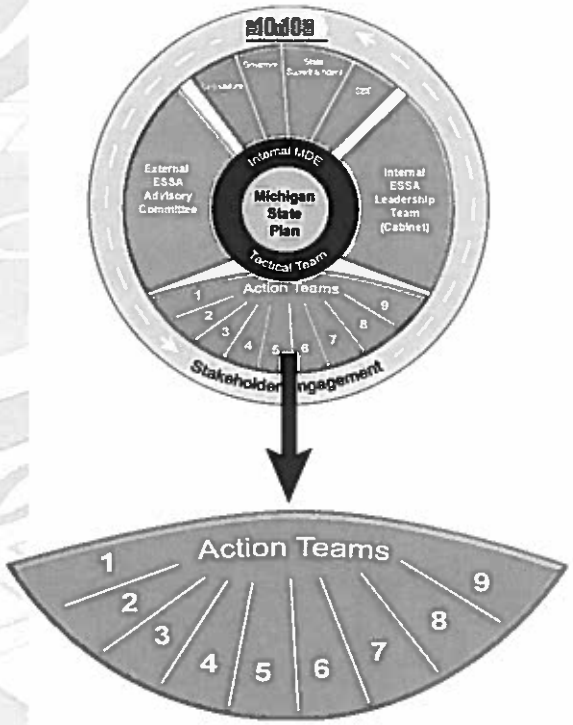
- State Superintendent Brian Whiston and his Cabinet will be fully engaged in ESSA Plan development as it progresses
- The Cabinet group will regularly review the ESSA work to assure its alignment with the State's Top 10 in 10 Goals and Strategies at all stages of the process

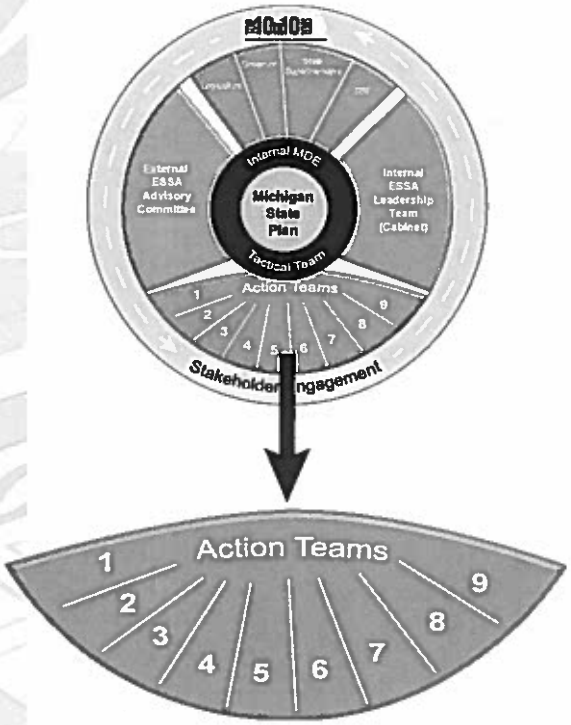


Action Teams



- Action Teams are the "engine" of the plan development
- These teams will be tasked with moving from concepts and ideas to actual implementation plans
- Membership on these teams will include both MDE and external subject-matter experts
- External members will include individuals from districts and schools, external experts in assessment, accountability, funding, school improvement; members of the State Board of Education; legislators or legislative aides; state agencies; and other interested individuals
- Action teams will meet weekly

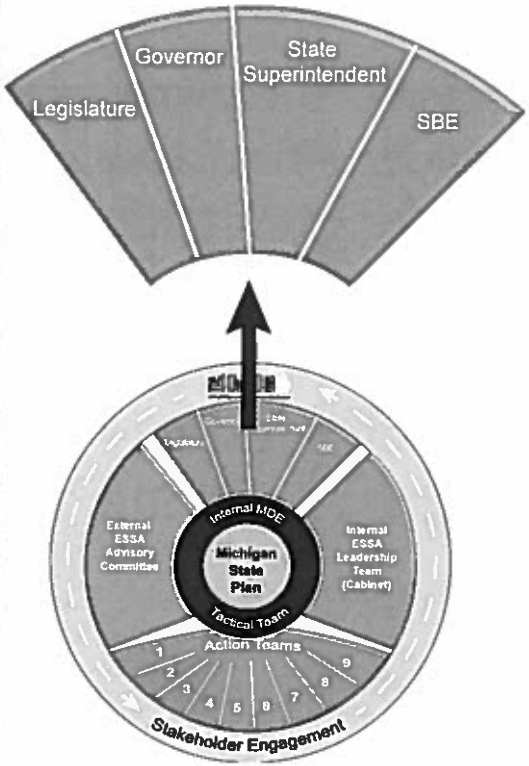
Action Teams



Action Teams:

- Accountability System - Technical
- Additional Indicator of School Quality and Transparency Dashboard
- Assessment Implementation
- Communication and Outreach
- Fiscal
- Innovative Assessment Pilot
- Supports
- Teacher and Leader Quality
- Using Data to Inform Instruction and Leadership

State Leadership



- Leaders from State Government will be engaged and involved in this process throughout
- Formal presentations to and review by the Governor, members of the State Legislature, and the State Board of Education on the State's ESSA Plan will take place prior to its submission by the State Superintendent to the US Department of Education

Stakeholders

- All stakeholders will be invited to provide feedback during our stakeholder "listening tours"
- In July and again in October, the MDE will take the ESSA Plan ideas out for a listening tour, engaging stakeholders from not only the education community but also the business community, parents, and community members

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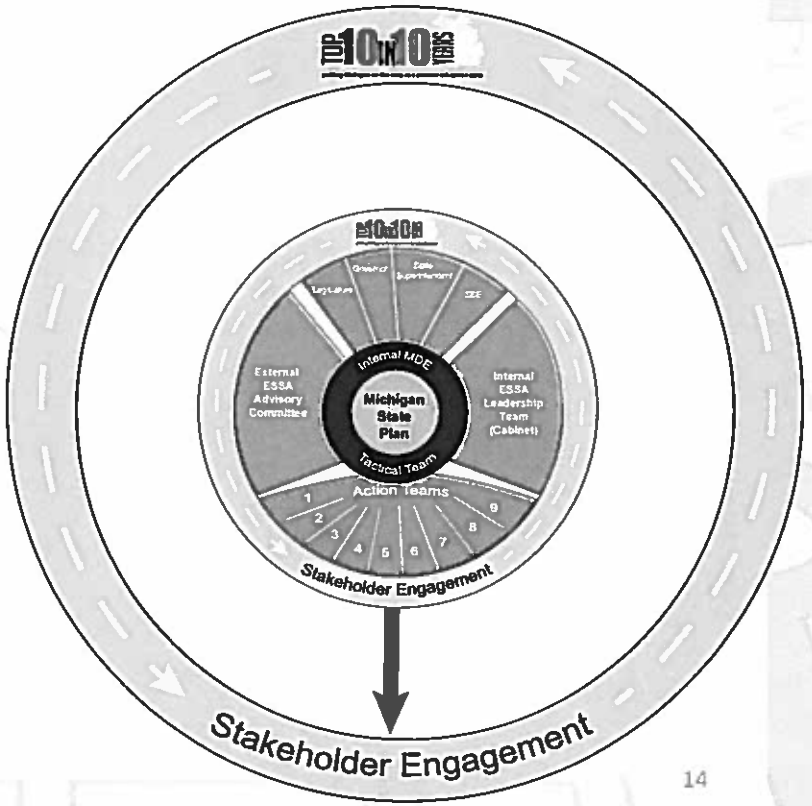
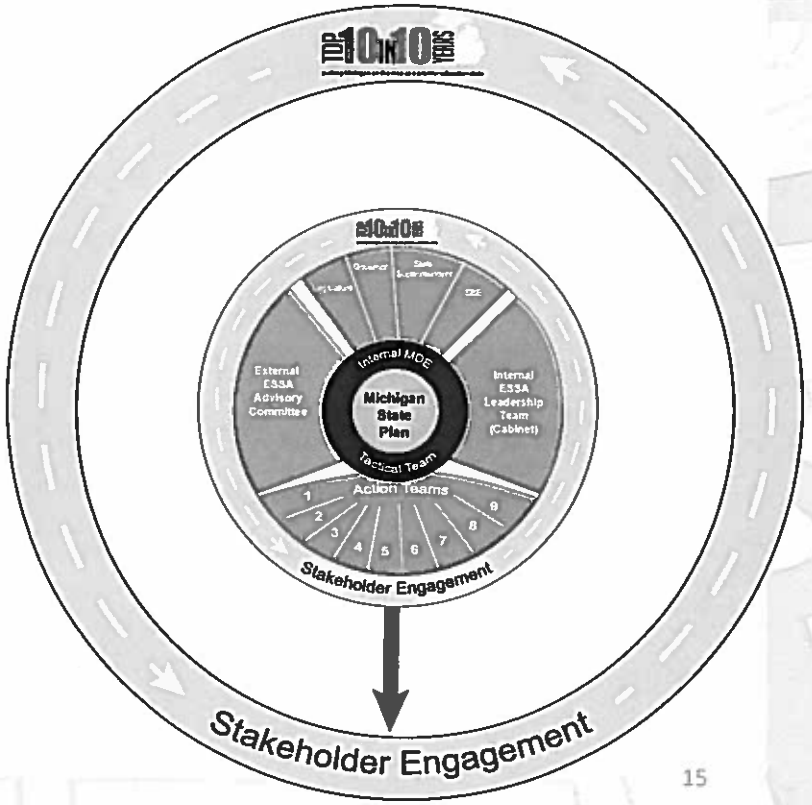
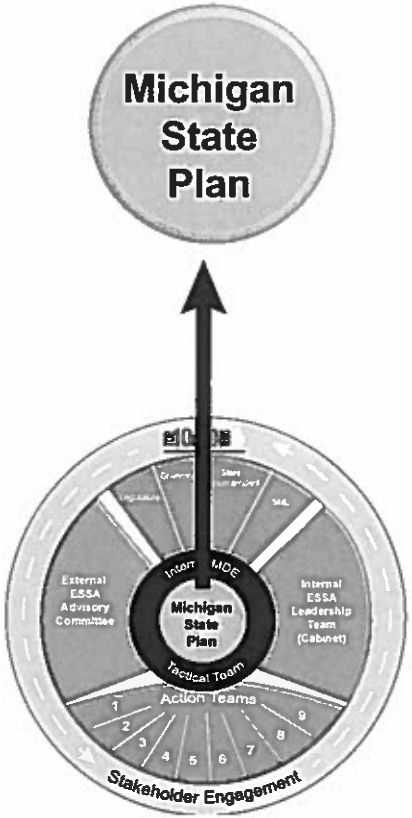


Online and Virtual Feedback

- We want to keep a conversation going with many individuals who may find participation in weekly in-person meetings impossible, so we are planning to use technology to seek input
- In addition to feedback opportunities on our website, we will be forming two virtual focus groups:
  - Virtual Parent Focus Group
  - Virtual Teacher Focus Group
- Send an email to MDE-ESSA@Michigan.gov to express your interest or visit www.michigan.gov/essa and click on "Get Involved" to sign up



Michigan ESSA State Plan



- The culminating work in this process will be the development of Michigan's ESSA Plan
- It will incorporate the MDE Top 10 in 10 Goals and Strategies, the input received throughout the ESSA Plan Development Process, and cognizant of the work of the Governor's 21st Century Education Commission
- A draft plan is expected to be completed by December 2016
- USED Guidance regarding timing for the formal submission of the State Plan has not yet been formally issued

Getting to Implementation

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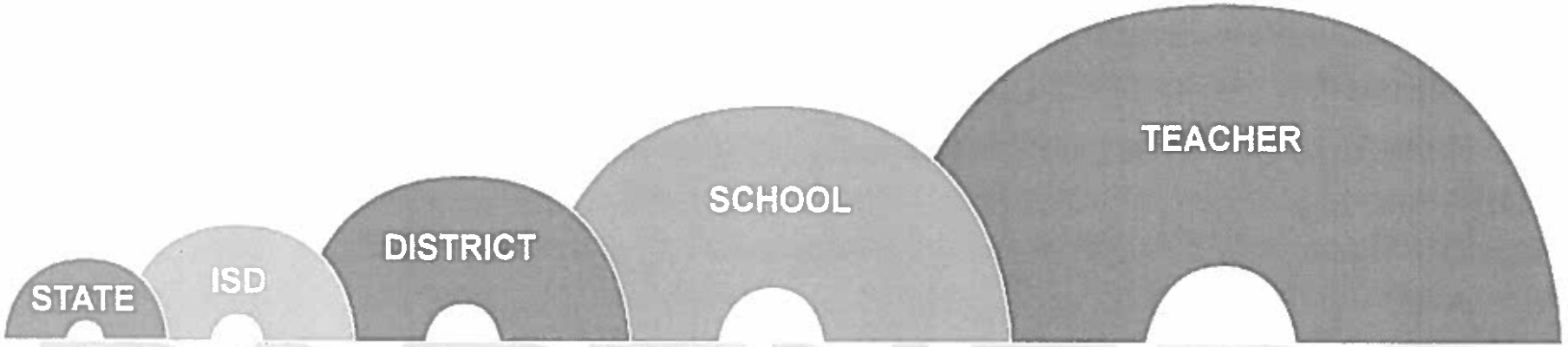

PARTNERS

Key Ideas: Driving Supports to Highest-Need Districts

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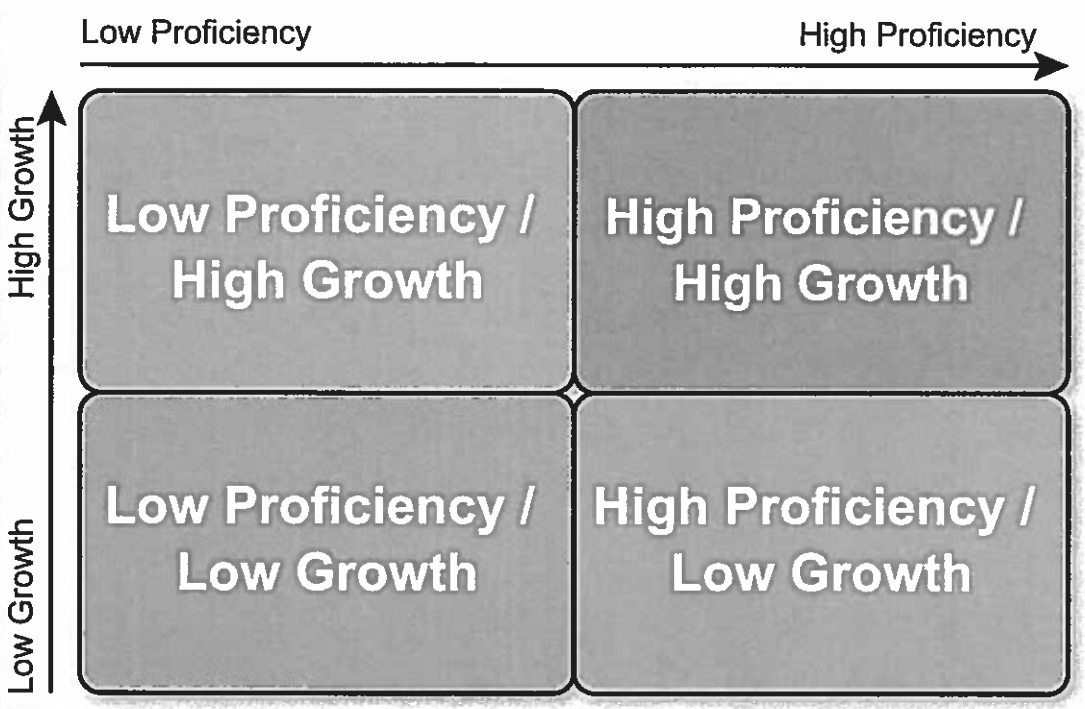

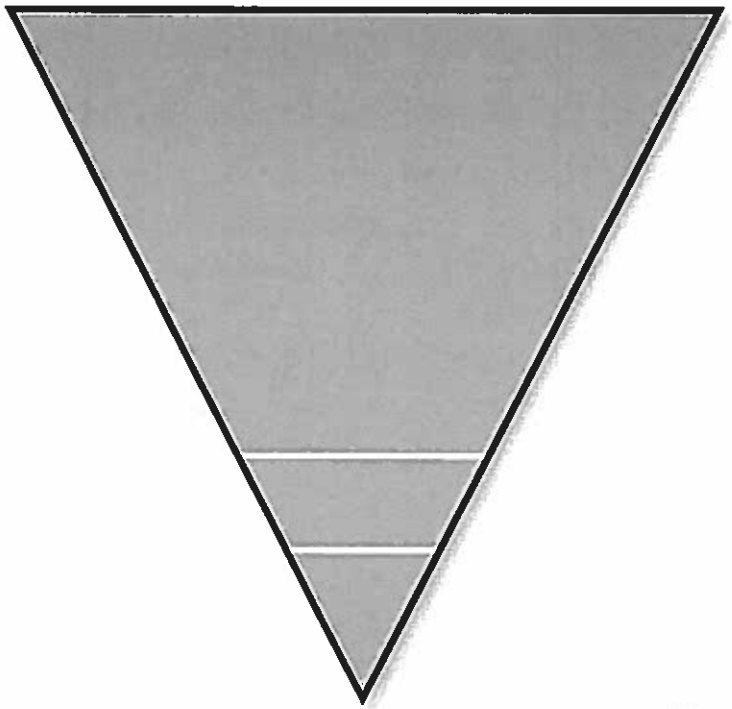

Accountability: To Drive Intensive Supports

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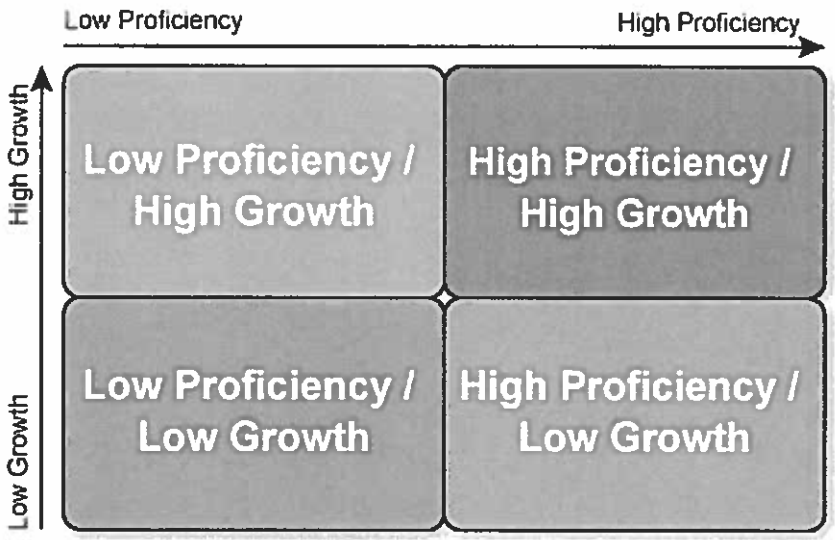
- Quadrant system
- A-F grading system
- Transparency reporting
- Additional indicators of quality



High-Needs Districts/Partnership Model

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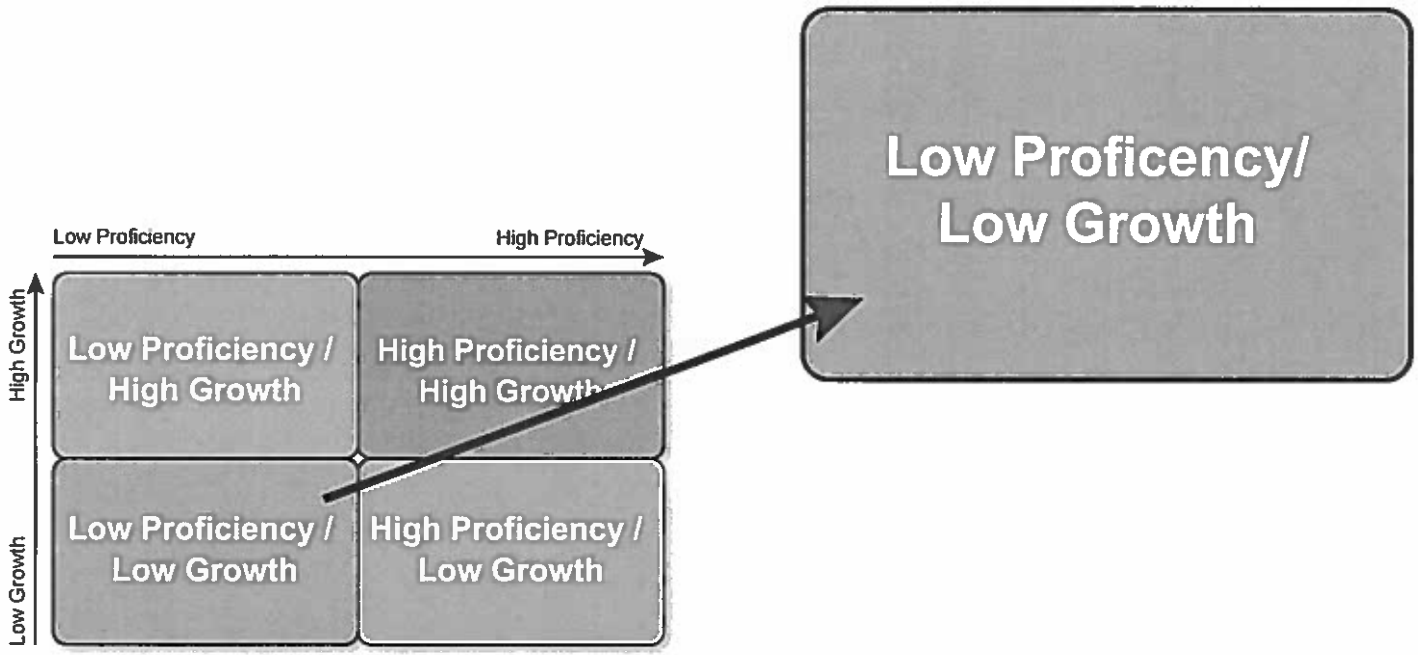

Partnership Model

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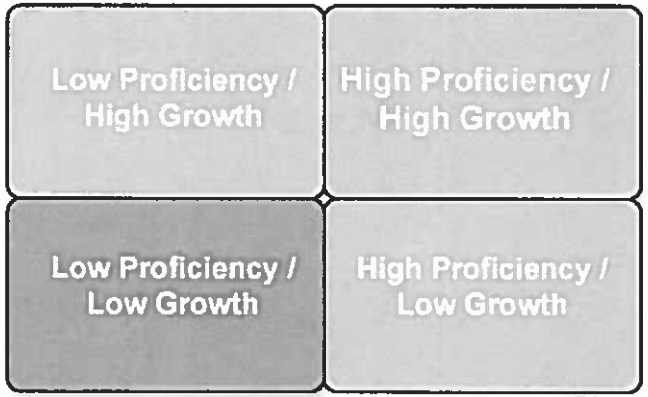
- Individual plans for these high-needs districts that focus on holistic supports
- MDE sits with the district, the ISD, the education organizations, community organizations, other state agencies and determines a full package of supports
- Early brainstorming of supports includes:
  - Academic supports
  - Wraparound services (social/emotional; physical/mental health; food and nutrition)
  - Safety and climate/culture supports
  - Special funding considerations



Supporting ALL Districts

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For districts performing well, focus on:

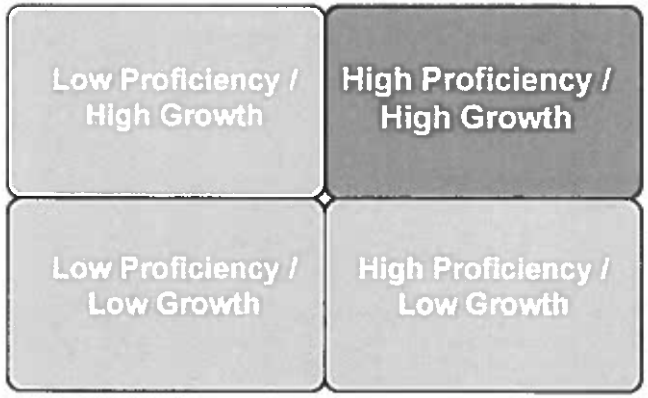
- Reduction in reporting

  Three/five year approval cycles for school improvement plans

  Revised consolidated application process with all funds in one application

  Triaged model of monitoring

  Sharing of best practices/evidence-based practices with other districts/schools



Supporting All Districts

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TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

All districts receive policy roll-out and support around Top 10 in 10 initiatives

- Best practice, model policy, other supports as identified
- Clear guidance and supports

Supporting All Districts

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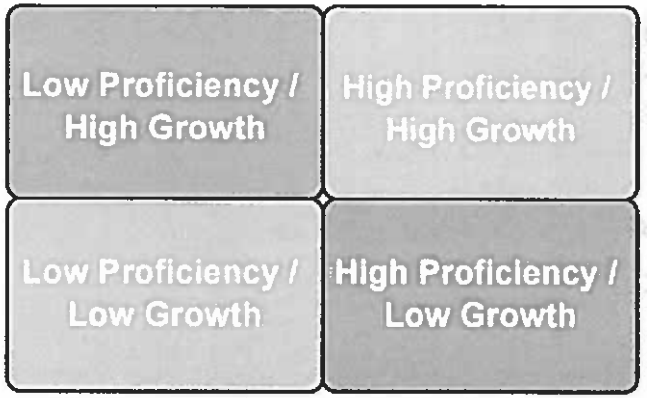
Achievement Gaps

- Still need to maintain a focus on groups of students who are falling behind, who will get lost in the "average"
- African-American Males
- Low-income Students



Need appropriate identification but more importantly—need to use these as *lenses* throughout our goals

- Integrate into the core work; do not treat as disconnected "initiatives"

To Implement this Vision, We Need:

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- Changes to the assessment system
  - Greater focus on growth; transition to benchmark assessments in certain grades
    - Grades 3-7: benchmark assessments, plus a writing component
    - Once in elementary and once in middle school: "summative" assessments and problem-solving/teamwork
  - Innovative assessment pilot to develop a problem-solving/teamwork assessment
  - College/career ready "on track" data through high school
  - Age-appropriate and developmentally appropriate assessment in 1-2
  - Supporting schools/districts in using best practices to understand kindergarten readiness

To Implement this Vision, We Need:

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- Different approach to how we leverage our federal funding (and state funding)
  - Do not hand out funds by Title program without coordination
  - Pool all funds and distribute to support key goals of Top 10 in 10 (as articulated in ESSA)
  - New, innovative uses of "state activities" portions of the grants

To Implement this Vision, We Need

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- A prepared and supported workforce to implement
  - ESSA does not REQUIRE educator evaluations
  - However, it does provide us with the opportunity to leverage new funds in support of professional learning
  - Connection to Michigan's Plan to Ensure Equitable Access

Next Steps: Action Teams

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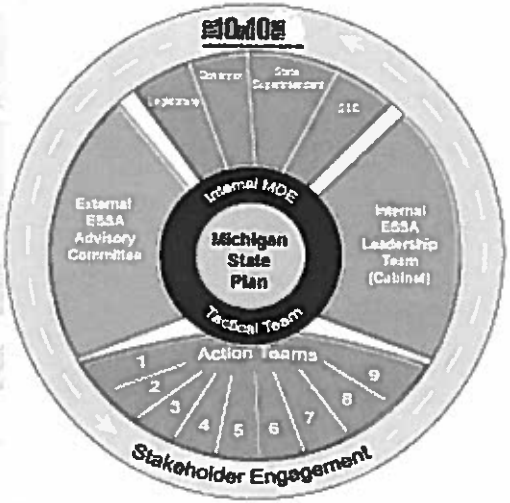

- Accountability System—Technical
- Additional Indicator of School Quality and Transparency Dashboard
- Assessment Implementation
- Communications and Outreach
- Fiscal
- Innovative Assessment Pilot
- Supports
- Teacher and Leader Quality
- Using Data to Inform Instruction and Leadership

Timeline

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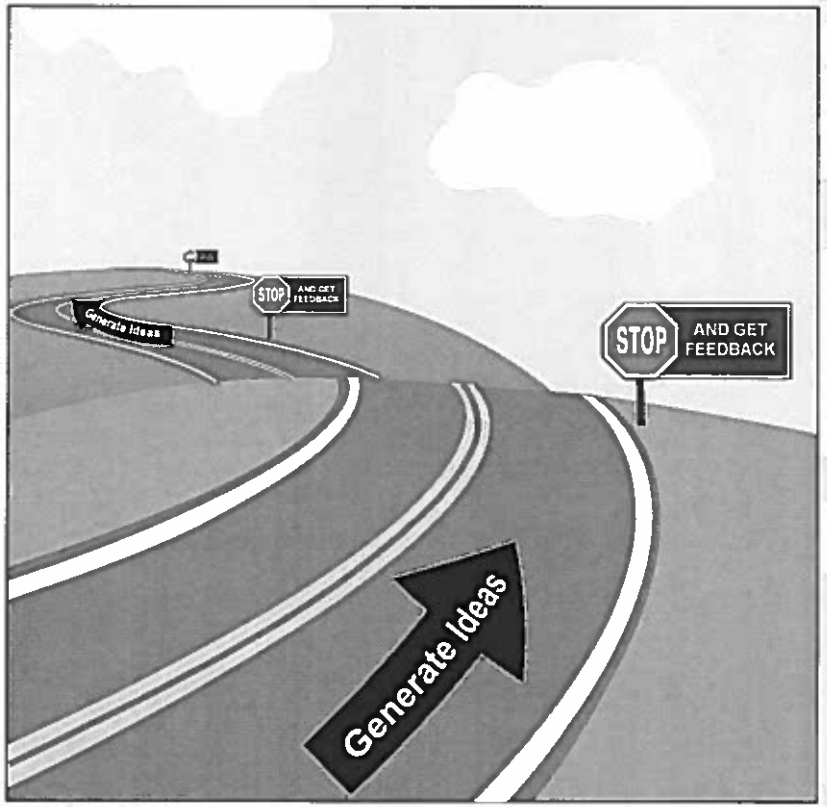
There will be several iterations of idea generation and feedback:

- Generate ideas, brainstorm, hash through details, create concept papers
- Stop generating ideas and get feedback on the ideas where they stand.

Repeat ☺



Timeline

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Phase 1	Phase 2	Phase 3	Phase 4
	Generate: May/June **Feedback:** July **Generate:** August/Sept **Feedback:** October	**Finalize and Submit** Federal guidance due in the fall Finalize plans by Nov/December	**Implementation** Begins in spring 2017; planning begins in January or sooner

**Reminder: Stakeholders also are included on Action Teams throughout the process, as well as on the standing External Advisory Committee and through regular updates. "Stakeholder feedback" here refers to broad-reaching stakeholder outreach through presentations, listening tours, etc.

For More Information:

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