

Michigan Integrated Education Reform Plan Draft Public Outline

(Some of the proposed activities in the plan are contingent upon legislation)

Standards and Assessments

- Continue to work with 47 other states, four territories, the Council of Chief State School Officers and the National Governor's Association on the development of K-12 Common Core Standards (CCS) in English language arts (ELA) and mathematics. Adopt the K-12 CCS in their entirety in English language arts and mathematics by summer of 2010. Maintain and refine rigorous content standards in other content areas (social studies, science) as defined by Grade Level Content Expectations and the Michigan Merit Curriculum. Information on the CCS can be found at <http://www.corestandards.org/>.
- The Michigan Department of Education (MDE) will collaborate with partner organizations across the state to design and implement a Responsive Instructional Support System (RISS).
 - Collaborate with the P-20 Advisory Council to align and coordinate CCS with high exit criteria and college entrance requirements (e.g. college and career readiness standards).
 - Collaborate with intermediate school districts (ISDs) and regional networks of ISDs to disseminate and implement high-quality instructional materials, assessments and high quality professional development.
 - Consult with Math and Science Centers to assist local education agencies (LEAs) and teachers to integrate science, technology, engineering and math (STEM) content across disciplines.
 - Consult with Michigan's Regional Literacy Training Centers to develop, disseminate and implement instructional materials, assessments and professional development.
 - Consult with the Offices of Early Childhood Education and Family Services (ECEFS), Career and Technical Education (CTE), other ISDs and organizations to enrich the quality of resources available to all students from birth to postsecondary education.
- These partnerships will facilitate the state's transition from the Michigan grade-level and high school content expectations to the CCS. Michigan will also ensure standards are adopted, aligned and implemented with high quality instruction through six initiatives:
 1. Rollout of the CCS and supporting components across the state.
 2. Alignment of the CCS with college entrance requirements and high school exit standards.

3. Development of a statewide implementation framework for LEAs based on the CCS.
 4. Development and dissemination of high-quality instructional materials and assessments to support the implementation of the CCS with specific emphasis on:
 - a. Addressing the academic strengths and needs of high need students and schools in order to eliminate achievement gaps.
 - b. Balanced assessment that informs instruction.
 - c. Application of research based instructional best practices.
 5. Development and delivery of high-quality professional development to support the transition to the CCS, including a balanced assessment system to improve instruction.
 6. Development of funding incentives to support student growth and progress in meeting standards.
- Adopt common summative assessments in ELA and math, aligned with the CCS, to be developed by a consortium of states with which Michigan intends to work.
 - Assure teacher preparation standards are aligned with the newly adopted CCS.

Struggling Schools and Districts

- To intervene in the lowest 5% of schools, changes must be made to the Michigan School Accreditation System (MI-SAS).
 - Rename it MI-SAAS (Michigan School Accountability and Accreditation System).
 - Require nine factors for accreditation – missing one would lead to a school no longer being accredited. Eight of the factors are already identified in the MI-SAS legislation. The ninth would include student performance.
 - The state will develop a definition of the 5% “persistently lowest achieving schools” based on federal guidance.
 - The Race to the Top, State Fiscal Stabilization Fund and Title I School Improvement Grants all require the state to develop a definition for the persistently lowest performing schools. The definition is still under development but will include the following elements: based on student proficiency rates for both reading and mathematics; center based schools and programs will be excluded; Title I schools identified for improvement, corrective action, or restructuring will be emphasized; secondary schools eligible for Title I will be emphasized; small schools will be excluded (fewer than 30

tested); secondary schools with graduation rates at or below 60% will be emphasized. All schools will be rank ordered from lowest to highest and the lowest 5% will be identified.

- The state will develop a definition to identify the lowest performing districts based on federal guidance.
 - If a district is in lowest performing status it would automatically trigger an academic and financial scan to determine problem areas. This scan would parallel the current fiscal review process and may include examination of infrastructure, technology capacity and implementation of the curriculum.
 - Based on scan findings, the district's school board may be asked to sign a consent agreement with the State Superintendent.
 - If the district breaks that consent agreement or if the district is found during the scan to lack the capacity to implement substantive improvements, the State Superintendent may appoint an Emergency District Manager (EDM). This EDM would have control over the academic and/or financial management of the district. Criteria will be developed to determine when a district is no longer in need of an EDM. The EDM will be appointed for a three year term with two possible renewals. District progress towards improvement will be reviewed annually.
 - **AS OF 12/18/09, THIS IS STILL UNDER REVIEW.**
- All schools identified for improvement would undergo a comprehensive needs assessment. The current process will change to a diagnostic model with a facilitated improvement planning process that will help districts hold schools accountable and may include an outside partner.
- MDE will develop a system and set of criteria (inclusive of but not limited to the federal requirements) for districts/schools to select one of four intervention options for the persistently lowest performing schools: closure, restart (charter or independent school), turnaround and transformation. This system and its definitions will be aligned with Title I School Improvement Grants which will provide significant funding to support implementation at the school level.
 - MDE, through a request for proposals process, will approve a list of partners (including ISDs) to work with districts and schools in implementing one of the four options. Partners could be approved as lead or supporting.
 - Districts, with identified Title I schools and Title I eligible schools (as defined in the application for Title I School Improvement Funds) on the lowest performing schools list, would submit applications in which they would choose the option they wanted to pursue and

- select a partner from the state-approved list to work with them to implement options.
 - The state will allow non-Title I eligible secondary schools to participate as well utilizing Race to the Top funds.
- The existing principal training from the current statewide system of support (SSOS) will be utilized and a plan to develop principal turnaround training will be created for all schools in the bottom 5%.
- The turnaround models must include incentives for successful staff to stay in schools (e.g. teacher leader opportunities, turnaround teacher model).
- Charter schools fall under the same accountability requirements in MI-SAAS, which will allow the MDE to ensure quality of these schools.

Effective Teachers and Leaders

- Create and implement a three tier teacher certification and licensure system. Create and implement a mandatory certification and licensure system for leaders. “Leaders” mean superintendents, assistant superintendents, principals, assistance principals and those at the central office in charge of curriculum and instruction.
 - New requirements for teacher and leader initial and continued certification and advancement will be based on proven effectiveness.
 - This requirement will apply to new teachers entering the system. Current teachers will be “grandpersoned” in with their current certification, but will be given the option of seeking higher levels of licensure if they wish to do so.
 - Use the three tier licensure system to establish and describe multiple roles for teachers that provide increasing levels of responsibility, opportunity and leadership.
- Create and implement an evaluation system to assess teachers and leaders for effectiveness that is aligned with state laws and guidelines. Evaluations must occur annually and must include student academic growth as a significant factor among multiple components.
 - MDE will develop a formula for determining student growth in ELA and mathematics, as well as guidance for districts on how to develop measures of student growth in the non-common core subject areas.
 - MDE will establish performance levels (e.g. will name the categories of effectiveness to be utilized statewide).

- Districts will determine additional factors (beyond student growth) that are to be utilized in evaluations, as well as how evaluations will be performed and implemented annually, through collective bargaining at the local level.
 - Amendment of current collective bargaining agreements is left to local discretion. However, the implementation of annual teacher and leader evaluations should be addressed once those contracts are renegotiated.
- Unique identification codes will be used to link teachers to their students within the Statewide Longitudinal Data System (SLDS).
- Unique identification codes will be used to link educators to the educator preparation institutions through their participation in the P-20 SLDS.
 - Work towards using data gathered through the evaluation system to adjust preparation program requirements.
 - Once sufficient evaluation data are online, track effectiveness of preparation programs based on the effectiveness of teachers and leaders they produce.
- Assure teacher preparation standards are aligned with the newly adopted CCS.
- Create and implement a professional development system for teachers and leaders that is focused on improving student achievement and:
 - Includes individual professional development plans for teachers and leaders.
 - Is aligned with student standards and assessments, professional standards for teachers and leaders and with the teacher and leader roles described in the three tier system of certification and licensure.
 - Is evaluated for effectiveness.
 - Is driven by student data (including the use of longitudinal and P-20 data).
 - Is job embedded and includes the participation in learning communities and collaborative lesson planning, removing seat time as a requirement.
- Professional development system for teachers and leaders must include training on:
 - The use of data.
 - A balanced assessment system (classroom and summative assessments).
 - The integration of technology in the classroom.

- MDE will create a plan for how to support districts with implementation of these evaluation and professional development guidelines.
- Create criteria for MDE approved professional development providers that are in alignment with the guidelines and expectations outlined above.
- MDE will create statewide guidelines for differentiated compensation, showing clearly where teachers and leaders have opportunities to take on additional levels of responsibility.
 - MDE will align compensation categories with levels of proven teacher and leader effectiveness on a variety of measures (not seat time or course credits or time in the system). This will effectively redefine the compensation schedule so it is no aligned with having a Master's degree or course credits (which have not been shown to lead to higher student achievement) and align instead with levels of proven effectiveness in the classroom and/or in leadership positions.
 - Include buildingwide performance incentives as part of the requirements for intervention in struggling schools.
 - Current teacher and leader compensation will not be affected. However, opportunities for advancement (with potential for increases in salary), as well as raises based on satisfactory performance evaluations, will be aligned with new statewide guidelines.
- Districts implement quality induction and mentoring programs for new teachers and leaders based on state guidelines.
 - Multiple models are possible depending on location and need.
 - Induction and mentoring will be aligned with the three tier licensure system (insofar as teachers in the upper tier are most qualified to be mentors) and provide differentiated compensation in alignment with greater levels of responsibility.
 - Institutions of Higher Education (IHEs) will have a role in the mentoring/induction phase for their graduates.
- Districts will be asked to address equitable distribution in their work plans for Race to the Top.
- Preparation programs will work towards alignment with state student standards, state professional standards, standards for teacher and leader certification and licensure and state identified areas of need or shortage.

- Update and revise the accountability system whereby preparation programs can be revised based on teacher evaluation data for their graduates.
 - Determine process by which struggling preparation programs will be supported and improved.
 - Determine accountability for failing preparation programs and when that accountability is triggered.
 - Establish a role for IHEs in induction and mentoring for teachers and leaders.

- Working with institutions of higher education, as well as professional organizations and agencies, create alternative routes to certification for teachers and leaders that meet federal guidelines, including reduced seat time and increased hands-on practice elements.
 - Use data to determine regions and subjects of teacher shortage (current and projected future) and expand alternative certification programs targeted at these areas.
 - Teacher preparation institutions will also have the opportunity to reduce the seat time required for a degree through their current traditional certification programs.
 - Accountability for traditional and alternative preparation programs will be aligned and not penalize either program type.
 - Traditional and alternative preparation programs will include a mentor/coach element for the clinical experience; this may include extending into the first year on the job.

Data Systems

- Bring the SLDS into compliance with the 12 elements prescribed by the America COMPETES Act.

- Build a data portal through the expansion of the Data for Student Success (D4SS) system to provide access to data and reports for key stakeholder groups under a secure role-regulated system.

- Establish the P-20 Advisory Council via Executive Order consisting of representatives from the preschool, K-12, postsecondary and workforce communities; as well as representatives from the Governor's Office, MDE, Center for Educational Performance Information (CEPI), State Budget Office and House and Senate legislative fiscal agencies. The P-20 Advisory Council would be responsible for making policy recommendations to CEPI for full implementation of the P-20 SLDS. The council will work with the statewide research collaborative to develop a state research agenda.

- Establish a state level research collaborative to assemble researchers from across the state and the midwest region to collaborate on and contribute to the development of a research agenda targeting needs recommended by the P–20 Advisory Council to the State Superintendent. This arrangement will allow MDE to organize broad research capacity to address state education policy questions in a more coherent fashion. The research collaborative will be started with seed funding from the SLDS grant and will be expanded with Race to the Top funding.
- This state level research collaborative will oversee several key data tasks:
 - Work with the P–20 Advisory Council to set and prioritize a state research agenda.
 - Ensure that student, school and system performance is measured meaningfully.
 - Build the technical and human capacity to use the data effectively in local education agencies by research audiences and centrally.
 - Review research proposals requiring state data regardless of funding source.
 - Establish guidelines and standards for proposal submission with data requests.
 - Make appropriate research results available to the public through the state’s education data portal.
 - Conduct ongoing conversations with the state education agency, the legislature and other stakeholder agencies dealing with children to ensure that the aforementioned tasks meet stakeholder needs.
- Support the regional data initiatives as the local capacity to meet district research and data needs to inform instruction. Where possible, these local initiatives can be leveraged across the state to gain a broader understanding on issues relevant and useful at the local level.