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 21st 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, 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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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 21st 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 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.

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.
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 or 877-560-8378, option 6.

Attachment

cc: Michigan Education Alliance

STATE BOARD OF EDUCATION

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Michigan Department of Education
in collaboration with
Wayne RESA and MIStreamNet presents:

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

Webcast: www.mistreamnet.org. Click on "Live Stream" link, or view the "Archived Event" 24 hours after the video conference. MIStreamNet 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

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.
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. Public comment will be open until February 9, 2012.

All comments should be submitted to ESEAFlexibility@michigan.gov.

cc: Michigan Education Alliance

STATE BOARD OF EDUCATION

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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 21st 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.

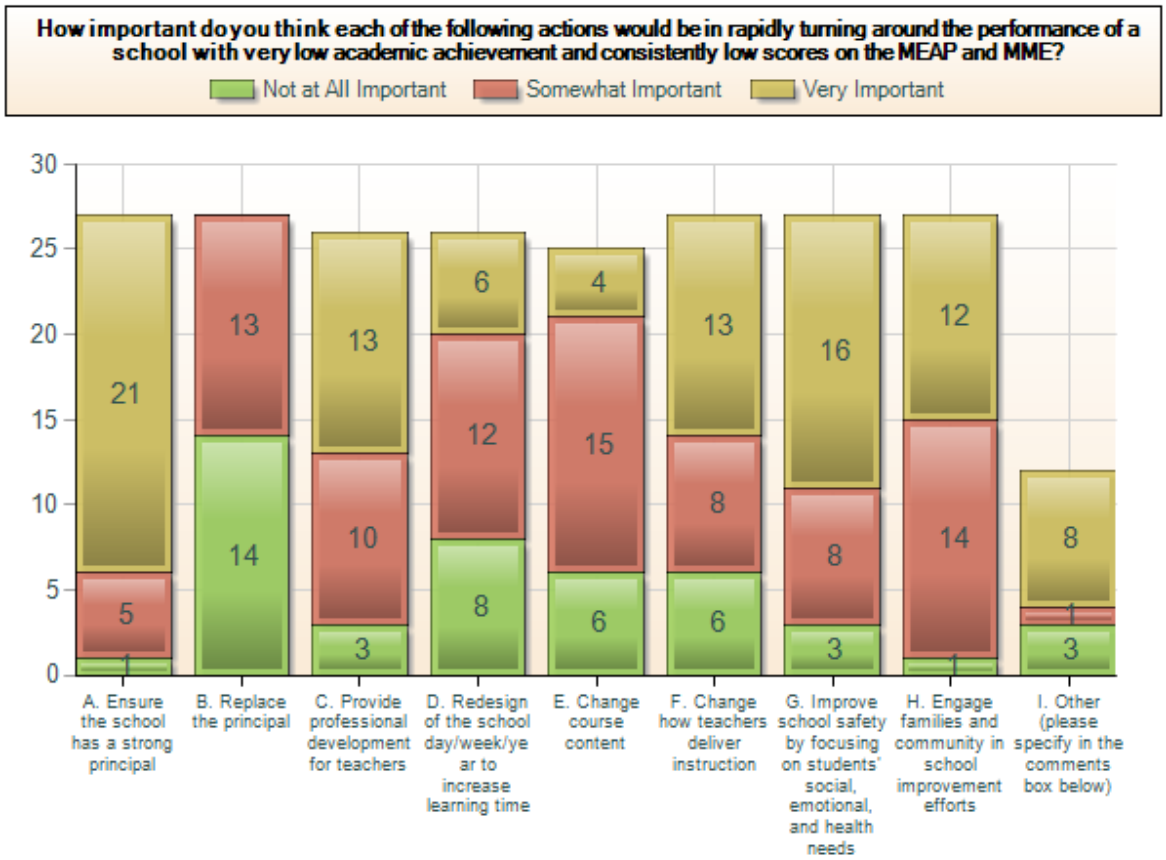
Feedback from students indicated that

- 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 attended 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 21st Century Learning Centers. The respondents advocated for the MDE to refrain from pursuing this optional 11th 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 21st 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 in 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	X	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	X	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	X	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		

STATE OF MICHIGAN
EXECUTIVE OFFICE
LANSING

RICK SNYDER
GOVERNOR

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

GEORGE W. ROMNEY BUILDING • 111 SOUTH CAPITOL AVENUE • LANSING, MICHIGAN 48909
www.michigan.gov

MICHIGAN Department of Education

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

# # #

Attachment 3.B

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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Attachment 3.B

• 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 p rovide 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 and look for the ESEA Flexibility Request Application under "Current Topics."

To comment through Thursday, send an e-mail to eseaflexibility @michigan.gov.

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Attachment 3.C

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

By **Monica Scott | MLive Media Group**

The Grand Rapids Press

Students participate in the TEAM 21 after school program at Gladiola Elementary last year.

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 Geoge 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.

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);

Attachment 3.C

•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 and follow her on Twitter at 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 21st 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

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 21st Century Community Learning Centers (21st 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 21st 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

Ladislaus 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. 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.

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 SUPERINTENDENT

Reports

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 21st 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 21st 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.

Respectfully submitted,

Nancy Danhof
Secretary

Attachment 4.A

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:

Related Content
- 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

- 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

- 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.

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 21st 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. Dominque 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 AGENDA

Approvals

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) 21st 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

Exhibit C

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

Kathleen N. Straus, President

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

___X__ 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:

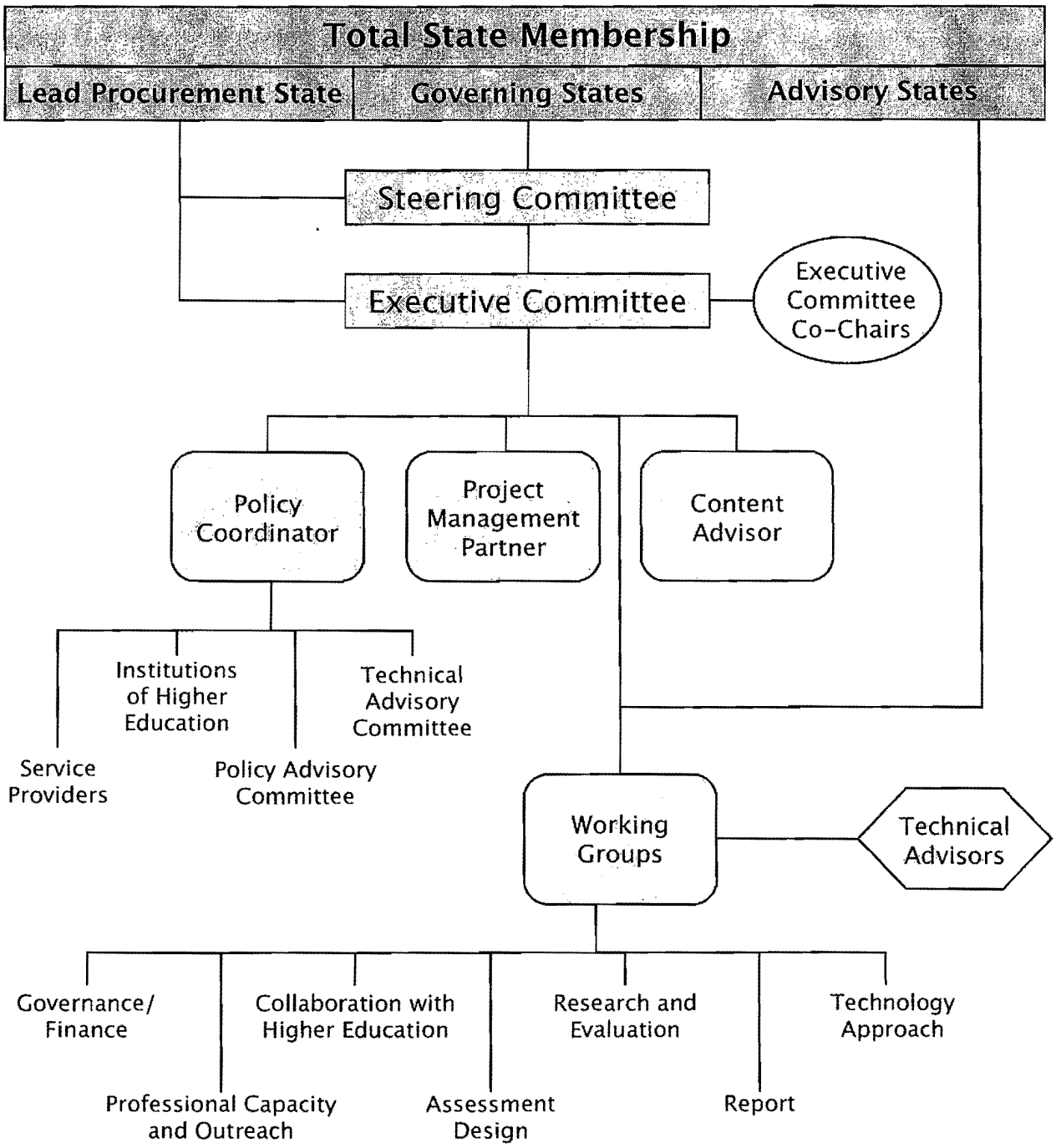
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

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

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State 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.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: STATE OF MICHIGAN	
Governor : Jennifer M. Granholm	Telephone: (517) 373- 3400
Signature of Governor: X	Date: 6/8/10
Chief State School Officer: Michael P. Flanagan	Telephone: (517) 241-2077
Signature of the Chief State School Officer: X	Date:
President of the State Board of Education: Kathleen N. Straus	Telephone: (517) 373-3900
Signature of the President of the State Board of Education: X Kathleen N. Straus	Date: 6/15/10

(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: X	Date: 6/8/10

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 03
Fall 2010

meap Michigan Educational Assessment Program

State		READING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		109935	331	2%	12%	45%	42%	87%	110058	329	0%	5%	43%	53%	95%
Gender															
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%
Ethnicity															
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%
Additional Reporting Groups															
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%
Accommodations															
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

Attachment 8.A

316

State	READING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	11612	313	6%	32%	44%	18%	62%	11802	319	0%	11%	59%	30%	89%
Gender														
Male	7836	313	6%	31%	43%	19%	62%	8004	320	0%	10%	57%	33%	90%
Female	3776	312	6%	32%	45%	17%	62%	3798	316	0%	13%	63%	23%	87%
Ethnicity														
American Indian or Alaska Native	117	309	4%	32%	53%	11%	64%	121	316	0%	7%	74%	19%	93%
Asian	175	322	3%	21%	47%	29%	77%	176	329	0%	7%	41%	52%	93%
Black or African American	2001	303	9%	44%	40%	8%	47%	2014	311	0%	20%	67%	13%	80%
Native Hawaiian or Other Pacific Islander	< 10							< 10						
White	8244	315	5%	28%	44%	22%	66%	8397	321	0%	9%	57%	35%	91%
Two or more races	302	310	7%	35%	42%	16%	58%	305	316	0%	11%	67%	22%	89%
Hispanic of any race	765	306	7%	39%	45%	8%	54%	781	315	0%	15%	64%	20%	85%
Additional Reporting Groups														
Economically Disadvantaged: Yes	6991	307	8%	38%	43%	11%	55%	7125	315	0%	14%	65%	21%	86%
No	4621	321	4%	23%	44%	29%	73%	4677	325	0%	7%	50%	43%	93%
English Language Learners: Yes	499	300	8%	48%	40%	4%	44%	507	314	0%	15%	67%	18%	85%
No	11113	313	6%	31%	44%	19%	63%	11295	319	0%	11%	59%	30%	89%
Formally Limited English	10	310	10%	40%	30%	20%	50%	10	318	0%	10%	60%	30%	90%
Migrant	< 10							< 10						
Homeless	147	307	10%	40%	35%	15%	50%	149	314	0%	21%	60%	19%	79%
Accommodations														
Standard -- All	2494	302	10%	46%	37%	7%	44%	4311	312	0%	15%	69%	15%	85%
Nonstandard -- All **	< 10							15						
Standard -- ELL Only	65	296	8%	63%	28%	2%	29%	210	312	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.
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** Results for these students are invalid and not reported.

7/9/2012

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 03
Fall 2010

State		READING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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		98323	334	1%	9%	45%	44%	90%	98256	330	0%	4%	41%	55%	96%
Gender															
Male		48035	332	1%	11%	46%	42%	88%	48014	331	0%	4%	39%	57%	96%
Female		50288	335	1%	8%	45%	47%	91%	50242	329	0%	4%	42%	54%	96%
Ethnicity															
American Indian or Alaska Native		692	330	1%	10%	50%	38%	89%	694	325	0%	4%	50%	46%	96%
Asian		3060	342	1%	5%	37%	58%	95%	3150	345	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%
Additional Reporting Groups															
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%
Accommodations															
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
3 - Partially Proficient
4 - Not Proficient

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 04
Fall 2010

meap Michigan Educational Assessment Program

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	112549	430	2%	14%	53%	31%	84%	112452	398	5%	48%	36%	11%	47%	112919	429	0%	8%	49%	43%	91%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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
1 & 2 - Advanced and Proficient
1 - Advanced
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4 - Not Proficient

< 10 = No summary scores provided if less than 10 students.
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

meap Michigan Educational Assessment Program

Grade 04
Fall 2010

State		READING							WRITING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at 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%
Gender																						
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%
Ethnicity																						
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%
Additional Reporting Groups																						
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%
Accommodations																						
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
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 04
Fall 2010

MICHIGAN Department of Education

meap Michigan Educational Assessment Program

Attachment 8.A

320

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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	99709	433	1%	11%	54%	34%	88%	99620	401	3%	46%	39%	13%	51%	99787	430	0%	7%	48%	46%	93%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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 **																					

7/9/2012

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 05
Fall 2010

State		READING							MATHEMATICS							SCIENCE						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		113922	531	5%	9%	41%	44%	85%	114234	526	3%	18%	35%	45%	80%	114368	524	5%	17%	40%	38%	78%
Gender																						
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%
Ethnicity																						
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%
Additional Reporting Groups																						
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%
Accommodations																						
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													

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

meap Michigan Educational Assessment Program

Grade 05
Fall 2010

322

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	13159	506	22%	25%	38%	15%	53%	13357	505	9%	41%	33%	18%	50%	13489	506	13%	33%	38%	16%	54%
Gender																					
Male	8551	506	23%	24%	37%	16%	53%	8729	508	8%	38%	34%	20%	54%	8792	508	13%	30%	39%	18%	57%
Female	4608	505	22%	25%	40%	13%	53%	4628	501	11%	46%	31%	13%	44%	4697	502	14%	37%	38%	11%	49%
Ethnicity																					
American Indian or Alaska Native	139	501	28%	27%	36%	9%	45%	144	499	11%	47%	33%	8%	42%	145	498	20%	36%	37%	8%	44%
Asian	175	516	14%	26%	34%	26%	60%	181	521	7%	25%	33%	35%	68%	179	510	12%	28%	40%	20%	60%
Black or African American	2519	495	34%	30%	30%	6%	37%	2546	495	16%	51%	26%	7%	33%	2551	490	25%	46%	25%	4%	29%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	9236	509	19%	23%	41%	18%	58%	9382	508	7%	37%	35%	21%	55%	9500	510	10%	28%	42%	20%	62%
Two or more races	273	505	21%	22%	43%	14%	57%	275	504	6%	45%	32%	17%	49%	281	505	11%	34%	42%	12%	54%
Hispanic of any race	811	498	32%	27%	32%	8%	41%	823	499	13%	45%	30%	11%	41%	827	497	17%	43%	33%	7%	40%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	7922	500	27%	27%	36%	9%	45%	8090	500	11%	47%	31%	11%	42%	8165	500	16%	38%	36%	10%	46%
No	5237	514	15%	20%	41%	24%	65%	5267	514	6%	31%	36%	28%	63%	5324	514	9%	25%	42%	25%	67%
English Language Learners: Yes	521	491	38%	30%	29%	2%	31%	532	498	11%	49%	31%	8%	39%	532	493	19%	49%	30%	3%	33%
No	12638	506	22%	24%	38%	16%	54%	12825	506	9%	40%	33%	18%	51%	12957	506	13%	32%	39%	16%	55%
Formally Limited English	30	514	17%	13%	50%	20%	70%	29	512	10%	21%	52%	17%	69%	30	512	10%	23%	53%	13%	67%
Migrant	10	480	60%	40%	0%	0%	0%	10	489	10%	80%	10%	0%	10%	< 10						
Homeless	138	495	36%	31%	24%	9%	33%	144	496	16%	50%	26%	8%	34%	144	499	17%	40%	35%	8%	43%
Accommodations																					
Standard -- All	3657	499	27%	29%	35%	8%	43%	6680	498	12%	49%	31%	9%	40%	6748	501	15%	37%	39%	10%	48%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	55	489	40%	33%	27%	0%	27%	211	496	12%	54%	28%	7%	35%	213	494	16%	48%	31%	4%	35%
Nonstandard -- ELL Only **																					

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

meap Michigan Educational Assessment Program

Grade 05
Fall 2010

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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	100763	534	3%	7%	41%	48%	89%	100877	529	2%	15%	36%	48%	84%	100879	527	4%	15%	40%	41%	81%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 06
Fall 2010

meap Michigan Educational Assessment Program

State		READING							MATHEMATICS							SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		113971	628	5%	11%	47%	37%	84%	114137	623	1%	14%	38%	46%	84%	114479	612	8%	17%	38%	38%	75%
Gender																						
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%
Ethnicity																						
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%
Additional Reporting Groups																						
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%
Accommodations																						
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
1 & 2 - Advanced and Proficient
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

meap Michigan Educational Assessment Program

Grade 06
Fall 2010

State	READING							MATHEMATICS							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	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%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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
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 06
Fall 2010

State	READING							MATHEMATICS							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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	101248	631	3%	9%	48%	41%	88%	101304	625	1%	11%	38%	50%	88%	101274	614	6%	15%	38%	41%	79%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 07
Fall 2010

meap Michigan Educational Assessment Program

State		READING							WRITING							MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		115696	724	10%	10%	46%	33%	79%	115626	698	8%	44%	38%	10%	48%	115756	724	1%	15%	35%	49%	85%
Gender																						
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%
Ethnicity																						
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%
Additional Reporting Groups																						
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%
Accommodations																						
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
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

meap Michigan Educational Assessment Program

Grade 07
Fall 2010

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	12680	694	41%	22%	30%	6%	36%	12667	673	34%	56%	9%	1%	10%	12680	703	3%	46%	38%	13%	51%
Gender																					
Male	8434	693	43%	21%	29%	6%	35%	8418	671	39%	53%	7%	1%	8%	8448	703	2%	44%	39%	14%	53%
Female	4246	695	38%	24%	32%	6%	38%	4249	677	26%	62%	11%	1%	13%	4232	701	3%	49%	38%	10%	48%
Ethnicity																					
American Indian or Alaska Native	161	692	43%	25%	28%	4%	32%	163	672	36%	58%	7%	0%	7%	161	701	2%	52%	37%	9%	47%
Asian	121	707	31%	16%	32%	21%	53%	121	685	22%	54%	17%	7%	24%	122	720	1%	26%	35%	38%	73%
Black or African American	2730	684	57%	22%	20%	2%	21%	2722	665	50%	47%	3%	0%	4%	2722	695	4%	63%	29%	4%	33%
Native Hawaiian or Other Pacific Islander	< 10							< 10							< 10						
White	8639	697	36%	22%	34%	8%	42%	8638	676	29%	59%	11%	1%	12%	8654	705	2%	40%	42%	16%	58%
Two or more races	254	693	43%	19%	32%	6%	38%	253	671	35%	58%	7%	1%	8%	251	699	3%	56%	32%	9%	41%
Hispanic of any race	769	689	47%	26%	25%	2%	27%	764	671	36%	58%	5%	1%	6%	764	700	3%	50%	39%	8%	47%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	7826	689	47%	23%	27%	3%	30%	7825	670	40%	54%	6%	0%	6%	7831	699	3%	52%	36%	8%	45%
No	4854	700	32%	21%	37%	10%	47%	4842	679	25%	60%	13%	2%	15%	4849	708	2%	36%	42%	20%	62%
English Language Learners: Yes	385	684	57%	27%	15%	1%	16%	384	669	41%	56%	3%	0%	3%	389	698	4%	53%	36%	6%	43%
No	12295	694	41%	22%	31%	6%	37%	12283	673	34%	56%	9%	1%	10%	12291	703	2%	46%	39%	13%	52%
Formally Limited English	34	705	12%	24%	59%	6%	65%	34	689	9%	65%	26%	0%	26%	34	707	0%	32%	47%	21%	68%
Migrant	13	678	69%	31%	0%	0%	0%	12	658	58%	42%	0%	0%	0%	11	687	18%	73%	9%	0%	9%
Homeless	143	687	54%	22%	22%	3%	24%	144	668	47%	49%	5%	0%	5%	140	696	3%	58%	35%	4%	39%
Accommodations																					
Standard -- All	2846	691	44%	23%	28%	5%	33%	3044	672	36%	56%	7%	0%	7%	6090	699	3%	51%	39%	8%	46%
Nonstandard -- All **	< 10							< 10							< 10						
Standard -- ELL Only	49	682	57%	33%	10%	0%	10%	43	667	47%	53%	0%	0%	0%	95	697	2%	59%	36%	3%	39%
Nonstandard -- ELL Only **																					

Performance Level
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

meap Michigan Educational Assessment Program

Grade 07
Fall 2010

State	READING							WRITING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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	103016	728	7%	9%	48%	36%	84%	102959	702	4%	43%	42%	11%	53%	103076	727	0%	11%	35%	54%	89%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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																				

Performance Level
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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 08
Fall 2010

meap Michigan Educational Assessment Program

State	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	115551	822	4%	14%	50%	32%	82%	115602	818	5%	17%	35%	43%	78%	115618	820	4%	18%	47%	31%	78%
Gender																					
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%
Ethnicity																					
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%
Additional Reporting Groups																					
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%
Accommodations																					
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
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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** Results for these students are invalid and not reported.

STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 08
Fall 2010

State		READING							MATHEMATICS							SCIENCE						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at 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%
Gender																						
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%
Ethnicity																						
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%
Additional Reporting Groups																						
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%
Accommodations																						
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
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 08
Fall 2010

MICHIGAN Department of Education

meap Michigan Educational Assessment Program

Attachment 8.A

332

State		READING							MATHEMATICS							SCIENCE						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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		102872	825	2%	11%	51%	35%	87%	102901	821	3%	14%	35%	47%	82%	102821	822	3%	15%	49%	34%	82%
Gender																						
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%
Ethnicity																						
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%
Additional Reporting Groups																						
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%
Accommodations																						
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 **																						

7/9/2012

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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Attachment 8.A

STATE DEMOGRAPHIC REPORT

All Students

Grade 09
Fall 2010

333

State		SOCIAL STUDIES 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%
Gender								
Male		62773	917	5%	22%	40%	33%	73%
Female		60511	914	5%	23%	47%	25%	73%
Ethnicity								
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%
Additional Reporting Groups								
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%
Accommodations								
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

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7/9/2012

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

meap Michigan Educational Assessment Program

Grade 09
Fall 2010

State		SOCIAL STUDIES 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%
Gender								
Male		9011	900	14%	44%	33%	9%	42%
Female		4746	894	17%	52%	27%	3%	31%
Ethnicity								
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%
Additional Reporting Groups								
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%
Accommodations								
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

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STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 09
Fall 2010

Attachment 8.A

335

State		SOCIAL STUDIES						
		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%
Gender								
Male		53762	920	4%	18%	41%	37%	78%
Female		55765	916	4%	20%	49%	27%	76%
Ethnicity								
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%
Additional Reporting Groups								
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%
Accommodations								
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

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7/9/2012

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2011

Michigan Merit Examination

Attachment 8.B

336

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at 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
Gender																						
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
Ethnicity																						
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
Additional Reporting Groups																						
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		662	1102	15	28	56	1	57	667	1092	5	54	39	2	41	660	1094	30	18	42	10	52
Migrant		44	1088	36	39	23	2	25	44	1073	16	70	14	0	14	44	1079	57	16	27	0	27
Homeless		1,034	1090	27	31	41	0	41	1,046	1070	19	61	19	0	20	1,022	1074	57	18	23	2	25
Accommodations																						
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.

Spring 2011 Run Date: 06/02/2011 P1JO0B001

7/9/2012

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2011

mme™ Michigan Merit Examination

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at 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
Gender															
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
Ethnicity															
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
Additional Reporting Groups															
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		661	1099	24	18	55	3	58	659	1119	6	14	47	34	80
Migrant		44	1091	43	16	39	2	41	45	1109	9	29	49	13	62
Homeless		1,031	1082	46	21	32	1	33	1,038	1109	15	22	45	18	63
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.

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

mme™ Michigan Merit Examination

Grade 11
Spring 2011

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at 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
Gender																						
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
Ethnicity																						
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
Additional Reporting Groups																						
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		13	1070	38	46	15	0	15	13	1056	23	69	8	0	8	13	1042	92	0	8	0	8
Migrant		< 10							< 10							< 10						
Homeless		183	1067	56	34	10	0	10	184	1037	45	52	3	0	3	182	1039	93	4	2	0	2
Accommodations																						
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						

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STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 11
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		9,914	1067	66	15	17	2	19	10,012	1101	25	29	35	11	46
Gender															
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
Ethnicity															
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
Additional Reporting Groups															
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		13	1073	77	8	15	0	15	12	1096	25	25	42	8	50
Migrant		< 10							< 10						
Homeless		185	1054	81	13	6	0	6	185	1094	38	24	34	4	38
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						

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

mme™ Michigan Merit Examination

Grade 11
Spring 2011

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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		97,999	1111	11	22	64	4	67	98,618	1099	5	44	45	5	51	97,404	1098	28	16	42	14	56
Gender																						
Male		47,567	1109	12	22	62	3	66	47,892	1095	7	46	42	5	47	47,229	1100	26	15	42	16	58
Female		50,432	1112	10	21	65	4	69	50,726	1102	4	42	48	6	54	50,175	1096	29	17	42	12	54
Ethnicity																						
American Indian or Alaska Native		785	1107	12	24	62	2	64	785	1090	8	52	38	2	40	779	1092	33	20	41	6	47
Asian		2,582	1118	11	15	63	11	74	2,581	1114	5	29	46	20	66	2,575	1118	14	9	35	42	78
Black or African American		15,475	1091	27	35	38	0	38	15,777	1077	15	65	20	1	21	15,232	1070	62	17	19	2	21
Native Hawaiian or Other Pacific Islander		70	1105	16	23	60	1	61	71	1092	13	45	38	4	42	69	1098	33	7	48	12	59
White		73,821	1115	7	18	70	4	74	74,088	1104	3	39	51	6	58	73,518	1104	20	16	47	16	64
Two or more races		1,315	1110	10	23	64	3	67	1,330	1098	5	46	44	5	49	1,309	1095	33	16	39	12	51
Hispanic of any race		3,951	1100	17	30	52	2	53	3,986	1087	9	58	31	2	33	3,922	1086	41	20	33	6	39
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	34,242	1099	19	30	50	1	51	34,644	1084	10	59	30	1	31	33,878	1083	45	19	32	4	36
	No	63,757	1117	7	17	71	5	76	63,974	1106	3	36	54	8	61	63,526	1106	19	15	48	19	67
English Language Learners:	Yes	2,404	1075	44	33	23	0	23	2,394	1065	23	64	13	0	14	2,385	1068	60	17	20	3	23
	No	95,595	1111	10	21	65	4	69	96,224	1099	5	43	46	6	52	95,019	1099	27	16	43	14	57
Formerly Limited English Proficient		649	1102	15	27	57	1	58	654	1093	5	54	40	2	42	647	1095	29	19	43	10	53
Migrant		40	1090	33	40	25	3	28	40	1074	13	73	15	0	15	40	1082	53	18	30	0	30
Homeless		851	1095	21	31	48	0	48	862	1078	13	64	23	0	23	840	1082	49	21	28	3	30
Accommodations																						
Standard -- All		737	1090	32	19	45	4	49	592	1083	15	47	34	4	38	840	1079	49	13	29	9	38
Nonstandard -- All **		< 10														< 10						
Standard -- ELL Only		168	1038	81	16	3	0	3	78	1022	55	41	4	0	4	188	1044	79	10	10	2	11
Nonstandard -- ELL Only **		< 10																				

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

mme™ Michigan Merit Examination

Grade 11
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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		97,739	1107	20	15	55	10	65	97,745	1125	6	13	37	44	81
Gender															
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
Ethnicity															
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
Additional Reporting Groups															
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		648	1100	23	18	56	3	59	647	1120	6	13	47	34	81
Migrant		40	1094	38	18	43	3	45	41	1111	7	29	49	15	63
Homeless		846	1088	38	23	38	2	39	853	1112	10	22	47	22	68
Accommodations															
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 **															

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STATE DEMOGRAPHIC REPORT

All Students

Grade 12
Spring 2011

MICHIGAN Department of Education

mme™ Michigan Merit Examination

Attachment 8.B

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State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		4,395	1086	33	31	36	1	37	4,572	1064	27	56	16	1	17	4,280	1066	63	15	19	3	22
Gender																						
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
Ethnicity																						
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
Additional Reporting Groups																						
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		36	1085	28	42	31	0	31	36	1059	33	58	8	0	8	36	1036	81	17	3	0	3
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
Accommodations																						
Standard -- All		314	1067	54	26	20	1	21	272	1040	43	51	5	1	6	353	1040	88	6	6	1	7
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																				

7/9/2012

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Spring 2011 Run Date: 06/02/2011 P1JO0B002

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Students

Grade 12
Spring 2011

mme™ Michigan Merit Examination

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		4,354	1074	55	17	26	2	28	4,364	1106	19	27	37	17	54
Gender															
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
Ethnicity															
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
Additional Reporting Groups															
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		36	1059	61	25	14	0	14	36	1103	25	19	39	17	56
Migrant		< 10							< 10						
Homeless		175	1075	54	14	29	2	31	172	1107	16	28	37	19	56
Accommodations															
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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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Students with Disabilities

mme™ Michigan Merit Examination

Grade 12
Spring 2011

State		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		626	1067	56	25	18	1	19	634	1034	50	44	5	0	6	608	1038	88	7	5	0	6
Gender																						
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
Ethnicity																						
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
Additional Reporting Groups																						
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
Accommodations																						
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 **																						

* 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.

STATE DEMOGRAPHIC REPORT

Students with Disabilities

Grade 12
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities		618	1053	78	13	8	1	9	622	1095	34	33	26	7	33
Gender															
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
Ethnicity															
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
Additional Reporting Groups															
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									< 10						
Migrant		< 10							< 10						
Homeless		18	1060	72	17	6	6	11	18	1098	22	50	17	11	28
Accommodations															
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.

< 10 = No summary scores provided if fewer than 10 students.

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

mme™ Michigan Merit Examination

Grade 12
Spring 2011

State	MME READING							MME WRITING							MME MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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	3,769	1089	29	31	39	1	40	3,938	1069	23	58	18	1	19	3,672	1071	59	16	21	4	25
Gender																					
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
Ethnicity																					
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
Additional Reporting Groups																					
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	36	1085	28	42	31	0	31	36	1059	33	58	8	0	8	36	1036	81	17	3	0	3
Migrant	< 10							< 10							< 10						
Homeless	157	1093	23	31	45	1	46	165	1073	20	62	18	0	18	153	1078	54	22	24	1	25
Accommodations																					
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																				

* 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.

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

All Except Students with Disabilities

mme™ Michigan Merit Examination

Grade 12
Spring 2011

State		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	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		3,736	1078	51	18	29	2	31	3,742	1107	17	26	39	18	58
Gender															
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
Ethnicity															
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
Additional Reporting Groups															
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		36	1059	61	25	14	0	14	35	1103	26	17	40	17	57
Migrant		< 10							< 10						
Homeless		157	1077	52	14	32	2	34	154	1108	15	26	40	19	59
Accommodations															
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 **															

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MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 3
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	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 †	(*)								(*)							

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 4
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	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
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() These students are not included in "All Students."

Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 4
Fall 2010

	Expressing Ideas											
	No. of Students Assessed	Mean Earned Points	Earned Point 0		Earned Point 1		Earned Point 2		Earned Point 3		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 †	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

Attachment 8.C

351

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 5
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	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 †	(*)								(*)							

7/9/2012

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 5
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 6
Fall 2010

MI Access
Michigan's Alternate Assessment Program

	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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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 7
Fall 2010

MI Access
Michigan's Alternate Assessment Program

	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	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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Note: See reverse for additional information

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 7
Fall 2010

	Expressing Ideas											
	No. of Students Assessed	Mean Earned Points	Earned Point 0		Earned Point 1		Earned Point 2		Earned Point 3		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 †	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Functional Independence
Grade 8
Fall 2010

MI Access
Michigan's Alternate Assessment Program

	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	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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Note: See reverse for additional information

Attachment 8.D

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

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Note: See reverse for additional information

Attachment 8.D

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

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Note: See reverse for additional information

Attachment 8.D

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STATE DEMOGRAPHIC REPORT

Supported Independence
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	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

* < 10 students assessed
† Results for these students are invalid and not reported.
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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 5
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.D

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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		Attained		Surpassed		No. of Students Assessed	Mean Earned Points	Emerging		Attained		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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

* < 10 students assessed
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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 7
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 8
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Supported Independence
Grade 8
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	Science							
	No. of Students Assessed	Mean Earned Points	Emerging		Attained		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	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation
Grade 3
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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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Note: See reverse for additional information

Attachment 8.E

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2010

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	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

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Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	*	*	*	*	*	*	*	*

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Note: See reverse for additional information

Attachment 8.E

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STATE DEMOGRAPHIC REPORT

Participation
Grade 6
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	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

Attachment 8.E

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STATE DEMOGRAPHIC REPORT

Participation
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	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

* < 10 students assessed
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Note: See reverse for additional information

Attachment 8.E

STATE DEMOGRAPHIC REPORT

Participation
Grade 8
Fall 2010

372

	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7/9/2012

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

MICHIGAN Department of Education

STATE DEMOGRAPHIC REPORT

Participation
Grade 8
Fall 2010

MI Access™ Michigan's Alternate Assessment Program

	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	*	*	*	*	*	*	*	*

* < 10 students assessed
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() These students are not included in "All Students."

Note: See reverse for additional information

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	School	1	XXXXXXXXXXXX	BTO		
District	2	School	1	XXXXXXXXXXXX		C	
District	3	School	1	XXXXXXXXXXXX			F
District	4	School	1	XXXXXXXXXXXX		E	
District	5	School	1	XXXXXXXXXXXX			F
District 6	6	School	1	XXXXXXXXXXXX		C	
District 7	7	School	1	XXXXXXXXXXXX		E	
District	8	School	1	XXXXXXXXXXXX	B, BTO		
District	9	School	1	XXXXXXXXXXXX	B		
District	10	School	1	XXXXXXXXXXXX	B		
District	11	School	1	XXXXXXXXXXXX			F
District	12	School	1	XXXXXXXXXXXX	A		
District	13	School	1	XXXXXXXXXXXX			F
District	14	School	1	XXXXXXXXXXXX			F
District	14	School	2	XXXXXXXXXXXX			F
District	14	School	3	XXXXXXXXXXXX	A		
District	14	School	4	XXXXXXXXXXXX			F
District	14	School	5	XXXXXXXXXXXX			F
District	14	School	6	XXXXXXXXXXXX			F
District	14	School	7	XXXXXXXXXXXX			F
District	14	School	8	XXXXXXXXXXXX			F
District	14	School	9	XXXXXXXXXXXX	A		
District	14	School	10	XXXXXXXXXXXX			F
District	14	School	11	XXXXXXXXXXXX			F
District	14	School	12	XXXXXXXXXXXX			F
District	14	School	13	XXXXXXXXXXXX			F
District	14	School	14	XXXXXXXXXXXX			F
District	14	School	15	XXXXXXXXXXXX			F
District	14	School	16	XXXXXXXXXXXX			F
District	14	School	17	XXXXXXXXXXXX			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	School	18	XXXXXXXXXXXX			F
District	14	School	19	XXXXXXXXXXXX			F
District	14	School	20	XXXXXXXXXXXX			F
District	14	School	21	XXXXXXXXXXXX			F
District	14	School	22	XXXXXXXXXXXX			F
District	14	School	23	XXXXXXXXXXXX			F
District	14	School	24	XXXXXXXXXXXX			F
District	14	School	25	XXXXXXXXXXXX			F
District	14	School	26	XXXXXXXXXXXX			F
District	14	School	27	XXXXXXXXXXXX			F
District	14	School	28	XXXXXXXXXXXX			F
District	14	School	29	XXXXXXXXXXXX			F
District	15	School	1	XXXXXXXXXXXX	B		
District	16	School	1	XXXXXXXXXXXX	B		
District	17	School	1	XXXXXXXXXXXX	BTO		
District	18	School	1	XXXXXXXXXXXX			F
District	18	School	2	XXXXXXXXXXXX			F
District	18	School	3	XXXXXXXXXXXX			F
District	19	School	1	XXXXXXXXXXXX		C	
District	20	School	1	XXXXXXXXXXXX			F
District	21	School	1	XXXXXXXXXXXX			F
District	21	School	2	XXXXXXXXXXXX		C	
District	21	School	3	XXXXXXXXXXXX	BTO		
District	21	School	4	XXXXXXXXXXXX			F
District	21	School	5	XXXXXXXXXXXX		C	
District	22	School	1	XXXXXXXXXXXX			F
District	22	School	2	XXXXXXXXXXXX			F
District	22	School	3	XXXXXXXXXXXX	A, B, BTO		
District	23	School	1	XXXXXXXXXXXX		C	
District	24	School	1	XXXXXXXXXXXX		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	XXXXXXXXXXXX		C	
District	25	School	1	XXXXXXXXXXXX			F
District	26	School	1	XXXXXXXXXXXX	B		
District	27	School	1	XXXXXXXXXXXX			F
District	28	School	1	XXXXXXXXXXXX		C	
District	28	School	2	XXXXXXXXXXXX		C	
District	28	School	3	XXXXXXXXXXXX	BTO		
District	28	School	4	XXXXXXXXXXXX		C	
District	28	School	5	XXXXXXXXXXXX		C	
District	28	School	6	XXXXXXXXXXXX		C	
District	29	School	1	XXXXXXXXXXXX	B		
District	29	School	2	XXXXXXXXXXXX	B, BTO		
District	29	School	3	XXXXXXXXXXXX	BTO		
District	30	School	1	XXXXXXXXXXXX	A, BTO		
District	30	School	2	XXXXXXXXXXXX			F
District	30	School	3	XXXXXXXXXXXX			F
District	31	School	1	XXXXXXXXXXXX			F
District	32	School	1	XXXXXXXXXXXX			F
District	33	School	1	XXXXXXXXXXXX			F
District	34	School	1	XXXXXXXXXXXX			F
District	35	School	1	XXXXXXXXXXXX			F
District	35	School	2	XXXXXXXXXXXX	A, BTO		
District	35	School	3	XXXXXXXXXXXX	A		
District	35	School	4	XXXXXXXXXXXX	A		
District	35	School	5	XXXXXXXXXXXX	A		
District	35	School	6	XXXXXXXXXXXX			F
District	35	School	7	XXXXXXXXXXXX	A,B		
District	35	School	8	XXXXXXXXXXXX	A		
District	36	School	1	XXXXXXXXXXXX			F
District	37	School	1	XXXXXXXXXXXX	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	XXXXXXXXXXXX		C	
District	39	School	1	XXXXXXXXXXXX			F
District	39	School	2	XXXXXXXXXXXX			F
District	40	School	1	XXXXXXXXXXXX	A		
District	40	School	2	XXXXXXXXXXXX	A		
District	41	School	1	XXXXXXXXXXXX			F
District	41	School	2	XXXXXXXXXXXX			F
District	42	School	1	XXXXXXXXXXXX		E	
District	42	School	2	XXXXXXXXXXXX			F
District	42	School	3	XXXXXXXXXXXX			F
District	42	School	4	XXXXXXXXXXXX			F
District	43	School	1	XXXXXXXXXXXX		C	
District	43	School	2	XXXXXXXXXXXX		C,E	
District	43	School	3	XXXXXXXXXXXX		C	
District	44	School	1	XXXXXXXXXXXX	B, BTO		
District	45	School	1	XXXXXXXXXXXX			F
District	45	School	2	XXXXXXXXXXXX	A, BTO		
District	45	School	3	XXXXXXXXXXXX	A, BTO		
District	46	School	1	XXXXXXXXXXXX	A, BTO		
District	46	School	2	XXXXXXXXXXXX	A		
District	46	School	3	XXXXXXXXXXXX	A		
District	47	School	1	XXXXXXXXXXXX	A		
District	48	School	1	XXXXXXXXXXXX		C	
District	49	School	1	XXXXXXXXXXXX			F
District	50	School	1	XXXXXXXXXXXX	BTO		
District	51	School	1	XXXXXXXXXXXX	BTO		
District	52	School	1	XXXXXXXXXXXX		C	
District	53	School	1	XXXXXXXXXXXX			F
District	54	School	1	XXXXXXXXXXXX			F
District	55	School	1	XXXXXXXXXXXX			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	XXXXXXXXXXXX	BTO		
District	55	School	3	XXXXXXXXXXXX			F
District	55	School	4	XXXXXXXXXXXX			F
District	56	School	1	XXXXXXXXXXXX	B, BTO		
District	57	School	1	XXXXXXXXXXXX		E	
District	58	School	1	XXXXXXXXXXXX			F
District	59	School	1	XXXXXXXXXXXX			F
District	59	School	2	XXXXXXXXXXXX	A		
District	59	School	3	XXXXXXXXXXXX			F
District	59	School	4	XXXXXXXXXXXX			F
District	59	School	5	XXXXXXXXXXXX	A		
District	60	School	1	XXXXXXXXXXXX			F
District	61	School	1	XXXXXXXXXXXX			F
District	61	School	2	XXXXXXXXXXXX			F
District	61	School	3	XXXXXXXXXXXX			F
District	61	School	4	XXXXXXXXXXXX			F
District	62	School	1	XXXXXXXXXXXX			F
District	63	School	1	XXXXXXXXXXXX	A, BTO		
District	64	School	1	XXXXXXXXXXXX			F
District	65	School	1	XXXXXXXXXXXX			F
District	66	School	1	XXXXXXXXXXXX	A, B, BTO		
District	66	School	2	XXXXXXXXXXXX	B		
District	67	School	1	XXXXXXXXXXXX	B		
District	68	School	1	XXXXXXXXXXXX	BTO		
District	69	School	1	XXXXXXXXXXXX	BTO		
District	70	School	1	XXXXXXXXXXXX	BTO		
District	70	School	2	XXXXXXXXXXXX	BTO		
District	71	School	1	XXXXXXXXXXXX	A		
District	72	School	1	XXXXXXXXXXXX	BTO		
District	73	School	1	XXXXXXXXXXXX			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	XXXXXXXXXXXX	A, BTO		
District	74	School	1	XXXXXXXXXXXX			F
District	74	School	2	XXXXXXXXXXXX			F
District	74	School	3	XXXXXXXXXXXX			F
District	74	School	4	XXXXXXXXXXXX			F
District	74	School	5	XXXXXXXXXXXX			F
District	74	School	6	XXXXXXXXXXXX	B, BTO		
District	74	School	7	XXXXXXXXXXXX	BTO		
District	74	School	8	XXXXXXXXXXXX			F
District	74	School	9	XXXXXXXXXXXX	BTO		
District	74	School	10	XXXXXXXXXXXX			F
District	75	School	1	XXXXXXXXXXXX			F
District	75	School	2	XXXXXXXXXXXX			F
District	76	School	1	XXXXXXXXXXXX	BTO		
District	77	School	1	XXXXXXXXXXXX	A, B, BTO		
District	78	School	1	XXXXXXXXXXXX		C	
District	79	School	1	XXXXXXXXXXXX		C	
District	79	School	2	XXXXXXXXXXXX		C	
District	79	School	3	XXXXXXXXXXXX		C	
District	79	School	4	XXXXXXXXXXXX		C,E	
District	79	School	5	XXXXXXXXXXXX		C,E	
District	79	School	6	XXXXXXXXXXXX		C	
District	79	School	7	XXXXXXXXXXXX			F
District	79	School	8	XXXXXXXXXXXX		C	
District	79	School	9	XXXXXXXXXXXX		C	
District	79	School	10	XXXXXXXXXXXX		C,E	
District	79	School	11	XXXXXXXXXXXX	BTO		
District	79	School	12	XXXXXXXXXXXX		C	
District	79	School	13	XXXXXXXXXXXX		C	
District	79	School	14	XXXXXXXXXXXX		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	XXXXXXXXXXXX		E	
District	79	School	16	XXXXXXXXXXXX		C	
District	79	School	17	XXXXXXXXXXXX		C	
District	79	School	18	XXXXXXXXXXXX		C	
District	79	School	19	XXXXXXXXXXXX		C	
District	79	School	20	XXXXXXXXXXXX		C	
District	79	School	21	XXXXXXXXXXXX		C,E	
District	79	School	22	XXXXXXXXXXXX		C	
District	79	School	23	XXXXXXXXXXXX		C	
District	79	School	24	XXXXXXXXXXXX		C	
District	79	School	25	XXXXXXXXXXXX		C	
District	79	School	26	XXXXXXXXXXXX		C	
District	79	School	27	XXXXXXXXXXXX		C	
District	79	School	28	XXXXXXXXXXXX		C	
District	79	School	29	XXXXXXXXXXXX		C	
District	79	School	30	XXXXXXXXXXXX		C	
District	79	School	31	XXXXXXXXXXXX		C,E	
District	79	School	32	XXXXXXXXXXXX		C	
District	79	School	33	XXXXXXXXXXXX		C	
District	79	School	34	XXXXXXXXXXXX			F
District	79	School	35	XXXXXXXXXXXX		C	
District	79	School	36	XXXXXXXXXXXX	A,B		
District	79	School	37	XXXXXXXXXXXX		C,E	
District	79	School	38	XXXXXXXXXXXX		C	
District	79	School	39	XXXXXXXXXXXX		E	
District	79	School	40	XXXXXXXXXXXX	BTO		
District	79	School	41	XXXXXXXXXXXX		C	
District	79	School	42	XXXXXXXXXXXX		C,E	
District	79	School	43	XXXXXXXXXXXX		C	
District	79	School	44	XXXXXXXXXXXX		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	XXXXXXXXXXXX		C	
District	79	School	46	XXXXXXXXXXXX		C,E	
District	79	School	47	XXXXXXXXXXXX		C,E	
District	79	School	48	XXXXXXXXXXXX		C	
District	79	School	49	XXXXXXXXXXXX		C	
District	79	School	50	XXXXXXXXXXXX		E	
District	79	School	51	XXXXXXXXXXXX		C	
District	79	School	52	XXXXXXXXXXXX		C,D	
District	79	School	53	XXXXXXXXXXXX		C	
District	79	School	54	XXXXXXXXXXXX		C	
District	79	School	55	XXXXXXXXXXXX		C	
District	79	School	56	XXXXXXXXXXXX	BTO		
District	79	School	57	XXXXXXXXXXXX		C,E	
District	79	School	58	XXXXXXXXXXXX		C,E	
District	79	School	59	XXXXXXXXXXXX		E	
District	79	School	60	XXXXXXXXXXXX		C	
District	79	School	61	XXXXXXXXXXXX		C,E	
District	79	School	62	XXXXXXXXXXXX		C	
District	79	School	63	XXXXXXXXXXXX		C	
District	79	School	64	XXXXXXXXXXXX		C	
District	79	School	65	XXXXXXXXXXXX		C,D	
District	79	School	66	XXXXXXXXXXXX		E	
District	79	School	67	XXXXXXXXXXXX		E	
District	79	School	68	XXXXXXXXXXXX		C	
District	79	School	69	XXXXXXXXXXXX		C	
District	79	School	70	XXXXXXXXXXXX		C	
District	80	School	1	XXXXXXXXXXXX		C	
District	81	School	1	XXXXXXXXXXXX	BTO		
District	82	School	1	XXXXXXXXXXXX		C	
District	83	School	1	XXXXXXXXXXXX	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	XXXXXXXXXXXX			F
District	84	School	1	XXXXXXXXXXXX	B		
District	85	School	1	XXXXXXXXXXXX	BTO		
District	86	School	1	XXXXXXXXXXXX			F
District	86	School	2	XXXXXXXXXXXX	A		
District	86	School	3	XXXXXXXXXXXX	A, BTO		
District	87	School	1	XXXXXXXXXXXX			F
District	87	School	2	XXXXXXXXXXXX			F
District	87	School	3	XXXXXXXXXXXX			F
District	87	School	4	XXXXXXXXXXXX			F
District	87	School	5	XXXXXXXXXXXX			F
District	87	School	6	XXXXXXXXXXXX			F
District	87	School	7	XXXXXXXXXXXX			F
District	88	School	1	XXXXXXXXXXXX	BTO		
District	89	School	1	XXXXXXXXXXXX		C	
District	89	School	1	XXXXXXXXXXXX		C	
District	90	School	1	XXXXXXXXXXXX	BTO		
District	91	School	1	XXXXXXXXXXXX	BTO		
District	92	School	1	XXXXXXXXXXXX			F
District	92	School	2	XXXXXXXXXXXX	B		
District	93	School	1	XXXXXXXXXXXX			F
District	94	School	1	XXXXXXXXXXXX			F
District	95	School	1	XXXXXXXXXXXX			F
District	95	School	2	XXXXXXXXXXXX			F
District	95	School	3	XXXXXXXXXXXX			F
District	95	School	4	XXXXXXXXXXXX			F
District	95	School	5	XXXXXXXXXXXX			F
District	95	School	6	XXXXXXXXXXXX	A, BTO		
District	95	School	7	XXXXXXXXXXXX			F
District	95	School	8	XXXXXXXXXXXX			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	XXXXXXXXXXXX			F
District	95	School	10	XXXXXXXXXXXX			F
District	95	School	11	XXXXXXXXXXXX			F
District	95	School	12	XXXXXXXXXXXX			F
District	96	School	1	XXXXXXXXXXXX			F
District	96	School	2	XXXXXXXXXXXX			F
District	96	School	3	XXXXXXXXXXXX		C	
District	97	School	1	XXXXXXXXXXXX		E	
District	98	School	1	XXXXXXXXXXXX	B		
District	99	School	1	XXXXXXXXXXXX		C	
District	99	School	2	XXXXXXXXXXXX		C	
District	99	School	3	XXXXXXXXXXXX			F
District	99	School	4	XXXXXXXXXXXX		C	
District	99	School	5	XXXXXXXXXXXX		C	
District	99	School	6	XXXXXXXXXXXX		C	
District	99	School	7	XXXXXXXXXXXX		E	
District	100	School	1	XXXXXXXXXXXX			F
District	101	School	1	XXXXXXXXXXXX	A, BTO		
District	101	School	2	XXXXXXXXXXXX	A		
District	101	School	3	XXXXXXXXXXXX	A, BTO		
District	101	School	4	XXXXXXXXXXXX	A, B, BTO		
District	101	School	5	XXXXXXXXXXXX	A		
District	101	School	6	XXXXXXXXXXXX	A, BTO		
District	101	School	7	XXXXXXXXXXXX	A		
District	101	School	8	XXXXXXXXXXXX	A, B, BTO		
District	101	School	9	XXXXXXXXXXXX	A		
District	101	School	10	XXXXXXXXXXXX	A		
District	101	School	11	XXXXXXXXXXXX	A		
District	101	School	12	XXXXXXXXXXXX	A		
District	101	School	13	XXXXXXXXXXXX	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	XXXXXXXXXXXX	A		
District	102	School	1	XXXXXXXXXXXX			F
District	103	School	1	XXXXXXXXXXXX	A, BTO		
District	104	School	1	XXXXXXXXXXXX	BTO		
District	105	School	1	XXXXXXXXXXXX			F
District	106	School	1	XXXXXXXXXXXX		C	
District	107	School	1	XXXXXXXXXXXX	BTO		
District	108	School	1	XXXXXXXXXXXX			F
District	108	School	2	XXXXXXXXXXXX	B		
District	109	School	1	XXXXXXXXXXXX			F
District	110	School	1	XXXXXXXXXXXX	A, BTO		
District	111	School	1	XXXXXXXXXXXX	BTO		
District	111	School	2	XXXXXXXXXXXX		E	
District	112	School	1	XXXXXXXXXXXX	BTO		
District	113	School	1	XXXXXXXXXXXX			F
District	114	School	1	XXXXXXXXXXXX	A, B, BTO		
District	114	School	2	XXXXXXXXXXXX	BTO		
District	114	School	3	XXXXXXXXXXXX	A		
District	115	School	1	XXXXXXXXXXXX	BTO		
District	115	School	2	XXXXXXXXXXXX	BTO		
District	115	School	3	XXXXXXXXXXXX	A		
District	115	School	4	XXXXXXXXXXXX	A, BTO		
District	116	School	1	XXXXXXXXXXXX			F
District	117	School	1	XXXXXXXXXXXX		C,E	
District	117	School	2	XXXXXXXXXXXX	A, B, BTO		
District	117	School	3	XXXXXXXXXXXX		C	
District	117	School	4	XXXXXXXXXXXX	A, BTO		
District	117	School	5	XXXXXXXXXXXX		C	
District	117	School	6	XXXXXXXXXXXX		C	
District	117	School	7	XXXXXXXXXXXX		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	XXXXXXXXXXXX	A, B, BTO		
District	117	School	9	XXXXXXXXXXXX		C	
District	117	School	10	XXXXXXXXXXXX		C	
District	117	School	11	XXXXXXXXXXXX			F
District	117	School	12	XXXXXXXXXXXX		E	
District	117	School	13	XXXXXXXXXXXX			F
District	117	School	14	XXXXXXXXXXXX		C	
District	117	School	15	XXXXXXXXXXXX		C,E	
District	117	School	16	XXXXXXXXXXXX		E	
District	118	School	1	XXXXXXXXXXXX	B		
District	119	School	1	XXXXXXXXXXXX			F
District	119	School	2	XXXXXXXXXXXX	A, BTO		
District	119	School	3	XXXXXXXXXXXX	BTO		
District	120	School	1	XXXXXXXXXXXX		E	
District	121	School	1	XXXXXXXXXXXX	A		
District	121	School	2	XXXXXXXXXXXX			F
District	121	School	3	XXXXXXXXXXXX			F
District	121	School	4	XXXXXXXXXXXX	BTO		
District	121	School	5	XXXXXXXXXXXX	A		
District	121	School	6	XXXXXXXXXXXX	A		
District	121	School	7	XXXXXXXXXXXX			F
District	121	School	8	XXXXXXXXXXXX	A		
District	122	School	1	XXXXXXXXXXXX			F
District	123	School	1	XXXXXXXXXXXX	BTO		
District	124	School	1	XXXXXXXXXXXX	A, BTO		
District	124	School	2	XXXXXXXXXXXX	BTO		
District	125	School	1	XXXXXXXXXXXX			F
District	125	School	2	XXXXXXXXXXXX		C	
District	126	School	1	XXXXXXXXXXXX	BTO		
District	127	School	1	XXXXXXXXXXXX	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	128	School	1	XXXXXXXXXXXX			F
District	129	School	1	XXXXXXXXXXXX			F
District	130	School	1	XXXXXXXXXXXX	A		
District	131	School	1	XXXXXXXXXXXX			F
District	132	School	1	XXXXXXXXXXXX	BTO		
District	133	School	1	XXXXXXXXXXXX		C	
District	134	School	1	XXXXXXXXXXXX			F
District	135	School	1	XXXXXXXXXXXX			F
District	136	School	1	XXXXXXXXXXXX		C,E	
District	137	School	1	XXXXXXXXXXXX	BTO		
District	137	School	2	XXXXXXXXXXXX			F
District	138	School	1	XXXXXXXXXXXX	A		
District	139	School	1	XXXXXXXXXXXX	BTO		
District	140	School	1	XXXXXXXXXXXX			F
District	140	School	2	XXXXXXXXXXXX			F
District	140	School	3	XXXXXXXXXXXX			F
District	140	School	4	XXXXXXXXXXXX			F
District	140	School	5	XXXXXXXXXXXX			F
District	141	School	1	XXXXXXXXXXXX			F
District	142	School	1	XXXXXXXXXXXX	A, BTO		
District	142	School	2	XXXXXXXXXXXX			F
District	143	School	1	XXXXXXXXXXXX			F
District	144	School	1	XXXXXXXXXXXX	BTO		
District	144	School	2	XXXXXXXXXXXX	A		
District	144	School	3	XXXXXXXXXXXX	A, BTO		
District	144	School	4	XXXXXXXXXXXX	A, BTO		
District	144	School	5	XXXXXXXXXXXX			F
District	144	School	6	XXXXXXXXXXXX			F
District	145	School	1	XXXXXXXXXXXX			F
District	145	School	2	XXXXXXXXXXXX			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	XXXXXXXXXXXX	BTO		
District	145	School	4	XXXXXXXXXXXX			F
District	146	School	1	XXXXXXXXXXXX	BTO		
District	147	School	1	XXXXXXXXXXXX			F
District	148	School	1	XXXXXXXXXXXX			F
District	148	School	2	XXXXXXXXXXXX			F
District	148	School	3	XXXXXXXXXXXX			F
District	148	School	4	XXXXXXXXXXXX			F
District	148	School	5	XXXXXXXXXXXX			F
District	149	School	1	XXXXXXXXXXXX	A		
District	149	School	2	XXXXXXXXXXXX			F
District	150	School	1	XXXXXXXXXXXX			F
District	151	School	1	XXXXXXXXXXXX			F
District	151	School	2	XXXXXXXXXXXX			F
District	151	School	3	XXXXXXXXXXXX			F
District	151	School	4	XXXXXXXXXXXX		C	
District	151	School	5	XXXXXXXXXXXX			F
District	151	School	6	XXXXXXXXXXXX		E	
District	151	School	7	XXXXXXXXXXXX		E	
District	151	School	8	XXXXXXXXXXXX			F
District	151	School	9	XXXXXXXXXXXX			F
District	151	School	10	XXXXXXXXXXXX		C	
District	151	School	11	XXXXXXXXXXXX			F
District	151	School	12	XXXXXXXXXXXX		C	
District	152	School	1	XXXXXXXXXXXX			F
District	153	School	1	XXXXXXXXXXXX	B, BTO		
District	154	School	1	XXXXXXXXXXXX			F
District	155	School	1	XXXXXXXXXXXX		D	
District	156	School	1	XXXXXXXXXXXX			F
District	156	School	2	XXXXXXXXXXXX	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	XXXXXXXXXXXX			F
District	157	School	2	XXXXXXXXXXXX			F
District	157	School	3	XXXXXXXXXXXX			F
District	157	School	4	XXXXXXXXXXXX	BTO		
District	157	School	5	XXXXXXXXXXXX			F
District	157	School	6	XXXXXXXXXXXX	BTO		
District	157	School	7	XXXXXXXXXXXX	BTO		
District	158	School	1	XXXXXXXXXXXX			F
District	159	School	1	XXXXXXXXXXXX	BTO		
District	160	School	1	XXXXXXXXXXXX	BTO		
District	161	School	1	XXXXXXXXXXXX			F
District	161	School	2	XXXXXXXXXXXX	A, BTO		
District	161	School	3	XXXXXXXXXXXX			F
District	161	School	4	XXXXXXXXXXXX			F
District	161	School	5	XXXXXXXXXXXX	A		
District	161	School	6	XXXXXXXXXXXX	A		
District	161	School	7	XXXXXXXXXXXX			F
District	162	School	1	XXXXXXXXXXXX			F
District	163	School	1	XXXXXXXXXXXX	B		
District	164	School	1	XXXXXXXXXXXX			F
District	165	School	1	XXXXXXXXXXXX	B		
District	166	School	1	XXXXXXXXXXXX			F
District	166	School	2	XXXXXXXXXXXX			F
District	166	School	3	XXXXXXXXXXXX			F
District	167	School	1	XXXXXXXXXXXX			F
District	167	School	2	XXXXXXXXXXXX			F
District	167	School	3	XXXXXXXXXXXX			F
District	167	School	4	XXXXXXXXXXXX			F
District	168	School	1	XXXXXXXXXXXX		C	
District	168	School	2	XXXXXXXXXXXX		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	XXXXXXXXXXXX		C	
District	168	School	4	XXXXXXXXXXXX		C	
District	168	School	5	XXXXXXXXXXXX		C	
District	168	School	6	XXXXXXXXXXXX			F
District	168	School	7	XXXXXXXXXXXX			F
District	168	School	8	XXXXXXXXXXXX			F
District	168	School	9	XXXXXXXXXXXX		C	
District	168	School	10	XXXXXXXXXXXX		C	
District	168	School	11	XXXXXXXXXXXX		C	
District	169	School	1	XXXXXXXXXXXX			F
District	170	School	1	XXXXXXXXXXXX			F
District	171	School	1	XXXXXXXXXXXX			F
District	171	School	2	XXXXXXXXXXXX			F
District	172	School	1	XXXXXXXXXXXX		E	
District	173	School	1	XXXXXXXXXXXX	A,B		
District	174	School	1	XXXXXXXXXXXX			F
District	174	School	2	XXXXXXXXXXXX			F
District	174	School	3	XXXXXXXXXXXX			F
District	174	School	4	XXXXXXXXXXXX	B		
District	174	School	5	XXXXXXXXXXXX			F
District	174	School	6	XXXXXXXXXXXX	A, B, BTO		
District	175	School	1	XXXXXXXXXXXX			F
District	175	School	2	XXXXXXXXXXXX	B		
District	176	School	1	XXXXXXXXXXXX		C	
District	176	School	2	XXXXXXXXXXXX			F
District	176	School	3	XXXXXXXXXXXX		C	
District	177	School	1	XXXXXXXXXXXX	BTO		
District	178	School	1	XXXXXXXXXXXX	BTO		
District	179	School	1	XXXXXXXXXXXX			F
District	180	School	1	XXXXXXXXXXXX			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	XXXXXXXXXXXX			F
District	182	School	1	XXXXXXXXXXXX	B, BTO		
District	183	School	1	XXXXXXXXXXXX			F
District	184	School	1	XXXXXXXXXXXX			F
District	185	School	1	XXXXXXXXXXXX	B		
District	186	School	1	XXXXXXXXXXXX	BTO		
District	186	School	2	XXXXXXXXXXXX			F
District	186	School	3	XXXXXXXXXXXX			F
District	186	School	4	XXXXXXXXXXXX			F
District	186	School	5	XXXXXXXXXXXX	B		
District	186	School	6	XXXXXXXXXXXX	A		
District	187	School	1	XXXXXXXXXXXX			F
District	187	School	2	XXXXXXXXXXXX			F
District	187	School	3	XXXXXXXXXXXX			F
District	188	School	1	XXXXXXXXXXXX		C	
District	189	School	1	XXXXXXXXXXXX	BTO		
District	190	School	1	XXXXXXXXXXXX		C	
District	191	School	1	XXXXXXXXXXXX	B		
District	192	School	1	XXXXXXXXXXXX		C,E	
District	192	School	2	XXXXXXXXXXXX			F
District	193	School	1	XXXXXXXXXXXX		E	
District	194	School	1	XXXXXXXXXXXX			F
District	194	School	2	XXXXXXXXXXXX	BTO		
District	194	School	3	XXXXXXXXXXXX			F
District	195	School	1	XXXXXXXXXXXX			F
District	196	School	1	XXXXXXXXXXXX		C	
District	196	School	2	XXXXXXXXXXXX		C	
District	197	School	1	XXXXXXXXXXXX		C	
District	197	School	2	XXXXXXXXXXXX		C	
District	197	School	3	XXXXXXXXXXXX		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	XXXXXXXXXXXX		C	
District	198	School	1	XXXXXXXXXXXX	B		
District	199	School	1	XXXXXXXXXXXX		C	
District	200	School	1	XXXXXXXXXXXX	B		
District	201	School	1	XXXXXXXXXXXX			F
District	201	School	2	XXXXXXXXXXXX	B		
District	202	School	1	XXXXXXXXXXXX	BTO		
District	203	School	1	XXXXXXXXXXXX	BTO		
District	204	School	1	XXXXXXXXXXXX			F
District	204	School	2	XXXXXXXXXXXX	A, BTO		
District	205	School	1	XXXXXXXXXXXX		C	
District	206	School	1	XXXXXXXXXXXX			F
District	206	School	2	XXXXXXXXXXXX	A		
District	206	School	3	XXXXXXXXXXXX			F
District	206	School	4	XXXXXXXXXXXX	A		
District	206	School	5	XXXXXXXXXXXX	A		
District	206	School	6	XXXXXXXXXXXX	A		
District	206	School	7	XXXXXXXXXXXX	A		
District	206	School	8	XXXXXXXXXXXX	A		
District	207	School	1	XXXXXXXXXXXX	A		
District	207	School	2	XXXXXXXXXXXX			F
District	207	School	3	XXXXXXXXXXXX			F
District	207	School	4	XXXXXXXXXXXX	A		
District	207	School	5	XXXXXXXXXXXX			F
District	207	School	6	XXXXXXXXXXXX			F
District	207	School	7	XXXXXXXXXXXX			F
District	208	School	1	XXXXXXXXXXXX		C,E	
District	209	School	1	XXXXXXXXXXXX			F
District	209	School	2	XXXXXXXXXXXX			F
District	209	School	3	XXXXXXXXXXXX			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	XXXXXXXXXXXX			F
District	209	School	5	XXXXXXXXXXXX			F
District	209	School	6	XXXXXXXXXXXX			F
District	209	School	7	XXXXXXXXXXXX			F
District	209	School	8	XXXXXXXXXXXX			F
District	209	School	9	XXXXXXXXXXXX			F
District	210	School	1	XXXXXXXXXXXX			F
District	211	School	1	XXXXXXXXXXXX			F
District	211	School	2	XXXXXXXXXXXX		C	
District	211	School	3	XXXXXXXXXXXX			F
District	212	School	1	XXXXXXXXXXXX	A,B		
District	213	School	1	XXXXXXXXXXXX			F
District	213	School	2	XXXXXXXXXXXX	BTO		
District	214	School	1	XXXXXXXXXXXX			F
District	215	School	1	XXXXXXXXXXXX	A		
District	216	School	1	XXXXXXXXXXXX			F
District	217	School	1	XXXXXXXXXXXX			F
District	218	School	1	XXXXXXXXXXXX			F
District	219	School	1	XXXXXXXXXXXX	BTO		
District	220	School	1	XXXXXXXXXXXX	B		
District	221	School	1	XXXXXXXXXXXX	BTO		
District	221	School	2	XXXXXXXXXXXX			F
District	222	School	1	XXXXXXXXXXXX	A,B		
District	222	School	2	XXXXXXXXXXXX			F
District	222	School	3	XXXXXXXXXXXX			F
District	222	School	4	XXXXXXXXXXXX	A		
District	222	School	5	XXXXXXXXXXXX			F
District	222	School	6	XXXXXXXXXXXX	A		
District	223	School	1	XXXXXXXXXXXX			F
District	224	School	1	XXXXXXXXXXXX		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	XXXXXXXXXXXX		C	
District	224	School	3	XXXXXXXXXXXX		C	
District	224	School	4	XXXXXXXXXXXX		C	
District	224	School	5	XXXXXXXXXXXX		C	
District	225	School	1	XXXXXXXXXXXX		C	
District	225	School	2	XXXXXXXXXXXX			F
District	225	School	3	XXXXXXXXXXXX			F
District	226	School	1	XXXXXXXXXXXX	A		
District	226	School	2	XXXXXXXXXXXX			F
District	226	School	3	XXXXXXXXXXXX			F
District	226	School	4	XXXXXXXXXXXX	BTO		
District	227	School	1	XXXXXXXXXXXX			F
District	228	School	1	XXXXXXXXXXXX	BTO		
District	229	School	1	XXXXXXXXXXXX			F
District	230	School	1	XXXXXXXXXXXX			F
District	230	School	2	XXXXXXXXXXXX			F
District	231	School	1	XXXXXXXXXXXX			F
District	232	School	1	XXXXXXXXXXXX		C	
District	232	School	2	XXXXXXXXXXXX		C,E	
District	233	School	1	XXXXXXXXXXXX			F
District	233	School	2	XXXXXXXXXXXX	A, BTO		
District	233	School	3	XXXXXXXXXXXX			F
District	233	School	4	XXXXXXXXXXXX	A,B		
District	233	School	5	XXXXXXXXXXXX			F
District	233	School	6	XXXXXXXXXXXX			F
District	233	School	7	XXXXXXXXXXXX	A		
District	233	School	8	XXXXXXXXXXXX	A,B		
District	233	School	9	XXXXXXXXXXXX			F
District	233	School	10	XXXXXXXXXXXX			F
District	233	School	11	XXXXXXXXXXXX			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	XXXXXXXXXXXX	A, B, BTO		
District	233	School	13	XXXXXXXXXXXX	A, B, BTO		
District	233	School	14	XXXXXXXXXXXX			F
District	233	School	15	XXXXXXXXXXXX	BTO		
District	233	School	16	XXXXXXXXXXXX	A,B		
District	233	School	17	XXXXXXXXXXXX	A, BTO		
District	233	School	18	XXXXXXXXXXXX			F
District	234	School	1	XXXXXXXXXXXX	A		
District	234	School	2	XXXXXXXXXXXX	A,B		
District	234	School	3	XXXXXXXXXXXX	A		
District	235	School	1	XXXXXXXXXXXX		E	
District	236	School	1	XXXXXXXXXXXX			F
District	237	School	1	XXXXXXXXXXXX		E	
District	237	School	2	XXXXXXXXXXXX		E	
District	238	School	1	XXXXXXXXXXXX		E	
District	238	School	2	XXXXXXXXXXXX		C	
District	238	School	3	XXXXXXXXXXXX	A, BTO		
District	238	School	4	XXXXXXXXXXXX		C	
District	238	School	5	XXXXXXXXXXXX		E	
District	238	School	6	XXXXXXXXXXXX	A, BTO		
District	238	School	7	XXXXXXXXXXXX		C	
District	238	School	8	XXXXXXXXXXXX		E	
District	239	School	1	XXXXXXXXXXXX		C	
District	240	School	1	XXXXXXXXXXXX	BTO		
District	241	School	1	XXXXXXXXXXXX	A		
District	242	School	1	XXXXXXXXXXXX			F
District	242	School	2	XXXXXXXXXXXX			F
District	242	School	3	XXXXXXXXXXXX	BTO		
District	243	School	1	XXXXXXXXXXXX	BTO		
District	244	School	1	XXXXXXXXXXXX			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	XXXXXXXXXXXX	A		
District	245	School	2	XXXXXXXXXXXX	A, BTO		
District	245	School	3	XXXXXXXXXXXX	A		
District	245	School	4	XXXXXXXXXXXX	A		
District	245	School	5	XXXXXXXXXXXX	A		
District	245	School	6	XXXXXXXXXXXX	A		
District	245	School	7	XXXXXXXXXXXX	A		
District	246	School	1	XXXXXXXXXXXX			F
District	246	School	2	XXXXXXXXXXXX		E	
District	246	School	3	XXXXXXXXXXXX			F
District	247	School	1	XXXXXXXXXXXX			F
District	247	School	2	XXXXXXXXXXXX			F
District	248	School	1	XXXXXXXXXXXX		C	
District	248	School	2	XXXXXXXXXXXX			F
District	248	School	3	XXXXXXXXXXXX			F
District	249	School	1	XXXXXXXXXXXX			F
District	250	School	1	XXXXXXXXXXXX	A, BTO		
District	251	School	1	XXXXXXXXXXXX			F
District	252	School	1	XXXXXXXXXXXX			F
District	252	School	2	XXXXXXXXXXXX		C	
District	253	School	1	XXXXXXXXXXXX	A		
District	253	School	2	XXXXXXXXXXXX			F
District	253	School	3	XXXXXXXXXXXX	A		
District	253	School	4	XXXXXXXXXXXX			F
District	253	School	5	XXXXXXXXXXXX			F
District	253	School	6	XXXXXXXXXXXX			F
District	253	School	7	XXXXXXXXXXXX	A		
District	253	School	8	XXXXXXXXXXXX	A		
District	254	School	1	XXXXXXXXXXXX		C	
District	254	School	2	XXXXXXXXXXXX		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	XXXXXXXXXXXX			F
District	255	School	1	XXXXXXXXXXXX	A, B, BTO		
District	255	School	2	XXXXXXXXXXXX	A, B, BTO		
District	255	School	3	XXXXXXXXXXXX	A		
District	256	School	1	XXXXXXXXXXXX		E	
District	257	School	1	XXXXXXXXXXXX	A		
District	258	School	1	XXXXXXXXXXXX	B		
District	259	School	1	XXXXXXXXXXXX	A, BTO		
District	260	School	1	XXXXXXXXXXXX	BTO		
District	261	School	1	XXXXXXXXXXXX	BTO		
District	262	School	1	XXXXXXXXXXXX	BTO		
District	263	School	1	XXXXXXXXXXXX	B		
District	264	School	1	XXXXXXXXXXXX			F
District	265	School	1	XXXXXXXXXXXX			F
District	265	School	2	XXXXXXXXXXXX	B		
District	266	School	1	XXXXXXXXXXXX	BTO		
District	267	School	1	XXXXXXXXXXXX			F
District	268	School	1	XXXXXXXXXXXX	BTO		
District	269	School	1	XXXXXXXXXXXX		C	
District	270	School	1	XXXXXXXXXXXX		C	
District	271	School	1	XXXXXXXXXXXX	BTO		
District	272	School	1	XXXXXXXXXXXX			F
District	272	School	2	XXXXXXXXXXXX	A,B		
District	272	School	3	XXXXXXXXXXXX			F
District	272	School	4	XXXXXXXXXXXX			F
District	272	School	5	XXXXXXXXXXXX	A		
District	272	School	6	XXXXXXXXXXXX			F
District	272	School	7	XXXXXXXXXXXX	A		
District	272	School	8	XXXXXXXXXXXX			F
District	272	School	9	XXXXXXXXXXXX			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	XXXXXXXXXXXX	A		
District	272	School	11	XXXXXXXXXXXX			F
District	272	School	12	XXXXXXXXXXXX	A, B, BTO		
District	272	School	13	XXXXXXXXXXXX			F
District	272	School	14	XXXXXXXXXXXX			F
District	272	School	15	XXXXXXXXXXXX			F
District	272	School	16	XXXXXXXXXXXX			F
District	273	School	1	XXXXXXXXXXXX		C	
District	274	School	1	XXXXXXXXXXXX			F
District	275	School	1	XXXXXXXXXXXX	B		
District	276	School	1	XXXXXXXXXXXX	BTO		
District	276	School	2	XXXXXXXXXXXX	BTO		
District	277	School	1	XXXXXXXXXXXX			F
District	277	School	2	XXXXXXXXXXXX			F
District	277	School	3	XXXXXXXXXXXX	B		
District	277	School	4	XXXXXXXXXXXX	B		
District	277	School	5	XXXXXXXXXXXX			F
District	277	School	6	XXXXXXXXXXXX			F
District	277	School	7	XXXXXXXXXXXX	A		
District	278	School	1	XXXXXXXXXXXX			F
District	279	School	1	XXXXXXXXXXXX			F
District	279	School	2	XXXXXXXXXXXX			F
District	279	School	3	XXXXXXXXXXXX			F
District	280	School	1	XXXXXXXXXXXX			F
District	280	School	2	XXXXXXXXXXXX		C,E	
District	280	School	3	XXXXXXXXXXXX		C	
District	281	School	1	XXXXXXXXXXXX		C	
District	282	School	1	XXXXXXXXXXXX			F
District	283	School	1	XXXXXXXXXXXX			F
District	283	School	2	XXXXXXXXXXXX		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	XXXXXXXXXXXX	A		
District	284	School	2	XXXXXXXXXXXX	A		
District	284	School	3	XXXXXXXXXXXX			F
District	284	School	4	XXXXXXXXXXXX			F
District	284	School	5	XXXXXXXXXXXX	A,B		
District	284	School	6	XXXXXXXXXXXX			F
District	284	School	7	XXXXXXXXXXXX			F
District	284	School	8	XXXXXXXXXXXX	A,B		
District	284	School	9	XXXXXXXXXXXX			F
District	284	School	10	XXXXXXXXXXXX			F
District	284	School	11	XXXXXXXXXXXX			F
District	285	School	1	XXXXXXXXXXXX			F
District	285	School	2	XXXXXXXXXXXX			F
District	285	School	3	XXXXXXXXXXXX			F
District	285	School	4	XXXXXXXXXXXX			F
District	286	School	1	XXXXXXXXXXXX			F
District	287	School	1	XXXXXXXXXXXX			F
District	288	School	1	XXXXXXXXXXXX		E	
District	288	School	2	XXXXXXXXXXXX			F
District	289	School	1	XXXXXXXXXXXX			F
District	290	School	1	XXXXXXXXXXXX			F
District	290	School	2	XXXXXXXXXXXX			F
District	290	School	3	XXXXXXXXXXXX			F
District	290	School	4	XXXXXXXXXXXX			F
District	290	School	5	XXXXXXXXXXXX		C	
District	291	School	1	XXXXXXXXXXXX			F
District	291	School	2	XXXXXXXXXXXX			F
District	291	School	3	XXXXXXXXXXXX			F
District	291	School	4	XXXXXXXXXXXX			F
District	291	School	5	XXXXXXXXXXXX			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	291	School	6	XXXXXXXXXXXX			F
District	292	School	1	XXXXXXXXXXXX			F
District	293	School	1	XXXXXXXXXXXX			F
District	293	School	2	XXXXXXXXXXXX			F
District	293	School	3	XXXXXXXXXXXX			F
District	293	School	4	XXXXXXXXXXXX			F
District	293	School	5	XXXXXXXXXXXX			F
District	294	School	1	XXXXXXXXXXXX	B, BTO		
District	294	School	2	XXXXXXXXXXXX			F
District	295	School	1	XXXXXXXXXXXX		E	
District	296	School	1	XXXXXXXXXXXX			F
District	296	School	2	XXXXXXXXXXXX			F
District	297	School	1	XXXXXXXXXXXX	BTO		
District	298	School	1	XXXXXXXXXXXX		C	
District	298	School	2	XXXXXXXXXXXX		C	
District	298	School	3	XXXXXXXXXXXX		D	
District	299	School	1	XXXXXXXXXXXX			F
District	299	School	2	XXXXXXXXXXXX	B		
Total Number of Schools:					243	185	340
Title I Schools:					109	141	206
Total Number of Title I Schools in the State: 2006							
Total Number of Title I Participating High Schools in the State with Graduation Rates Less than 60%: 5							

Act No. 101
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Rep. Rogers

ENROLLED HOUSE BILL No. 4625

AN ACT to amend 1937 (Ex Sess) PA 4, entitled "An act relative to continuing tenure of office of certificated teachers in public educational institutions; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violation of the provisions of this act," by amending sections 1, 2, 3, and 3a of article II, sections 1 and 3 of article III, and section 4 of article IV (MCL 38.81, 38.82, 38.83, 38.83a, 38.91, 38.93, and 38.104), sections 1 and 2 of article II as amended and section 3a of article II and section 3 of article III as added by 1993 PA 59, section 1 of article III as amended by 1996 PA 282, and section 4 of article IV as amended by 1993 PA 60, and by adding sections 2a and 3b to article II; and to repeal acts and parts of acts.

The People of the State of Michigan enact:

ARTICLE II

Sec. 1. (1) Subject to subsections (2) and (3) and section 3b of this article, a teacher is in a probationary period during his or her first 5 full school years of employment.

(2) Subject to section 3b of this article, a teacher under contract but not on continuing tenure as of the effective date of the 2011 amendatory act that amended this subsection is in a probationary period during his or her first 4 full school years of employment.

(3) A teacher on continuing tenure as of the effective date of the 2011 amendatory act that amended this subsection continues to be on continuing tenure even if the teacher has not served for at least 5 full school years of employment.

Sec. 2. A teacher shall not be required to serve more than 1 probationary period in any 1 school district or institution.

Sec. 2a. A probationary teacher who is rated as effective or highly effective on his or her most recent annual year-end performance evaluation under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, is not subject to being displaced by a teacher on continuing tenure solely because the other teacher has continuing tenure.

Sec. 3. (1) Before the end of each school year, the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his or her work has been effective. Subject to subsection (2), a probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year that his or her services will be discontinued.

(2) A teacher who is in a probationary period may be dismissed from his or her employment by the controlling board at any time.

Sec. 3a. The controlling board of a probationary teacher's employing school district shall ensure that the teacher is provided with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and that the teacher is provided with at least an annual year-end performance evaluation each year during the teacher's probationary period. The annual year-end performance evaluation shall be based on classroom observations and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. The controlling board shall determine the format and number of the classroom observations in consultation with teachers and school administrators. A performance evaluation shall be conducted in accordance with section 1249 of the revised school code, 1976 PA 451, MCL 380.1249.

Sec. 3b. (1) Except as otherwise provided in subsection (2), a teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective or highly effective on his or her 3 most recent annual year-end performance evaluations under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, and has completed at least 5 full school years of employment in a probationary period.

(2) If a teacher has been rated as highly effective on 3 consecutive annual year-end performance evaluations under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.

ARTICLE III

Sec. 1. (1) After the satisfactory completion of the probationary period, a teacher is considered to be on continuing tenure under this act. A teacher on continuing tenure shall be employed continuously by the controlling board under which the probationary period has been completed and shall not be dismissed or demoted except as specified in this act. Continuing tenure is held only in accordance with this act.

(2) If a teacher employed in a program operated by a consortium of school districts was previously on continuing tenure in a school district that participates in the consortium, the teacher shall be considered to be on continuing tenure only in that school district.

(3) If a teacher employed in a program operated by a consortium of school districts was not previously on continuing tenure in a school district that participates in the consortium and satisfactorily completes the probationary period, the teacher shall be considered to be on continuing tenure only in the school district that is the fiscal agent for the consortium. However, if there is a written agreement between the teacher and another participating school district that provides that the teacher will have continuing tenure in that school district, the teacher shall be considered to be on continuing tenure only in that school district and shall not be considered to be on continuing tenure in the school district that is the fiscal agent for the consortium.

(4) If a teacher employed in a public school academy established under the revised school code, 1976 PA 451, MCL 380.1 to 380.1852, is on leave of absence from a school district and was on continuing tenure in the school district at the time he or she began the leave of absence, the teacher retains continuing tenure in that school district during the period he or she is employed in the public school academy.

(5) If a teacher satisfactorily completes the probationary period as an adult education teacher, the teacher shall be considered to be on continuing tenure in the school district only for adult education and shall not by virtue of completing the probationary period as an adult education teacher be considered to be on continuing tenure in the school district for elementary and secondary education.

(6) If a teacher satisfactorily completes the probationary period as an elementary or secondary education teacher, the teacher shall be considered to be on continuing tenure in the school district only for elementary and secondary education and shall not by virtue of completing the probationary period as an elementary or secondary education teacher be considered to be on continuing tenure in the school district for adult education.

(7) For a teacher employed in a capacity other than as a classroom teacher, including but not limited to, a superintendent, assistant superintendent, principal, department head or director of curriculum, under a contract of employment made with the teacher after the completion of the probationary period, a controlling board shall not provide in the contract of employment that the teacher will be considered to be granted continuing tenure in that other capacity by virtue of the contract of employment. Such a teacher shall be considered to have been granted continuing tenure only as an active classroom teacher in the school district. Upon the termination of such a contract of employment, if the controlling board does not reemploy the teacher under contract in the capacity covered by the contract, the teacher shall be continuously employed by the controlling board as an active classroom teacher. Failure of a controlling board to reemploy a teacher in any such capacity upon the termination of any such contract of employment described in this subsection shall not be considered to be a demotion under this act. The salary in the position to which the teacher is assigned shall be the same as if the teacher had been continuously employed as an active classroom teacher.

(8) Continuing tenure does not apply to an annual assignment of extra duty for extra pay.

Sec. 3. The controlling board of the school district employing a teacher on continuing tenure shall ensure that the teacher is provided with an annual year-end performance evaluation in accordance with section 1249 of the revised school code, 1976 PA 451, MCL 380.1249. If the teacher has received a rating of ineffective or minimally effective on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time period, not to exceed 180 days. The annual year-end performance evaluation shall be based on multiple classroom observations conducted during the period covered by the evaluation and shall include, in addition to the factors required under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. The controlling board shall determine the format and number of the classroom observations in consultation with teachers and school administrators.

ARTICLE IV

Sec. 4. (1) A teacher on continuing tenure may contest the controlling board's decision to proceed upon the charges against the teacher by filing a claim of appeal with the tenure commission and serving a copy of the claim of appeal on the controlling board not later than 20 days after receipt of the controlling board's decision. The controlling board shall file its answer with the tenure commission and serve a copy of the answer on the teacher not later than 10 days after service of the claim of appeal. If the teacher does not contest the controlling board's decision in the time and manner specified in this subsection, the discharge or demotion specified in the charges takes effect and the teacher shall be considered to have waived any right to contest the discharge or demotion under this act.

(2) An administrative law judge described in subsection (3) shall furnish to each party without undue delay a notice of hearing fixing the date and place of the hearing. The hearing date shall not be less than 10 days after the date the notice of hearing is furnished and shall not be more than 45 days after service of the controlling board's answer unless the tenure commission grants a delay for good cause shown by the teacher or controlling board.

(3) The hearing shall be conducted by an administrative law judge who is an attorney licensed to practice law in this state and is employed by the department of education. An administrative law judge who conducts hearings under this section shall not advise the tenure commission or otherwise participate in a tenure commission review of an administrative law judge's preliminary decision and order under this section.

(4) Except as otherwise provided in this section, the hearing shall be conducted in accordance with chapter 4 of the administrative procedures act of 1969, 1969 PA 306, MCL 24.271 to 24.287, and in accordance with rules promulgated by the tenure commission.

(5) The hearing and tenure commission review shall be conducted in accordance with the following:

(a) The hearing shall be public or private at the option of the teacher.

(b) The hearing shall be held at a convenient place in the county in which all or a portion of the school district is located or, if mutually agreed by the parties, at the tenure commission offices in Lansing. The administrative law judge's necessary travel expenses associated with conducting the hearing outside Lansing shall be borne equally by the tenure commission and the controlling board.

(c) Both the teacher and the controlling board may be represented by legal counsel.

(d) Testimony at the hearing shall be on oath or affirmation.

(e) A stenographer shall make a full record of the proceedings of the hearing. The cost of employing the stenographer and of providing the record shall be borne equally by the tenure commission and the controlling board.

(f) The administrative law judge may subpoena witnesses and documentary evidence on his or her own motion, and shall do so at the request of the controlling board or the teacher. If a person refuses to appear and testify in answer to a subpoena issued by the administrative law judge, the party on whose behalf the subpoena was issued may file a petition in the circuit court for the county in which the hearing is held for an order requiring compliance. Failure to obey such an order of the court may be punished by the court as contempt.

(g) The hearing shall be concluded not later than 75 days after the teacher's claim of appeal was filed with the tenure commission.

(h) The administrative law judge shall make the necessary orders to ensure that the case is submitted for decision not later than 50 days after the hearing is concluded.

(i) Not later than 60 days after submission of the case for decision, the administrative law judge shall serve a preliminary decision and order in writing upon each party or the party's attorney and the tenure commission. The preliminary decision and order shall grant, deny, or modify the discharge or demotion specified in the charges.

(j) Not later than 20 days after service of the preliminary decision and order, a party may file with the tenure commission a statement of exceptions to the preliminary decision and order or to any part of the record or proceedings, including, but not limited to, rulings on motions or objections, along with a written brief in support of the exceptions. The party shall serve a copy of the statement of exceptions and brief upon each of the other parties within the time

limit for filing the exceptions and brief. If there are no exceptions timely filed, the preliminary decision and order becomes the tenure commission's final decision and order.

(k) Not later than 10 days after being served with the other party's exceptions and brief, a party may file a statement of cross-exceptions responding to the other party's exceptions or a statement in support of the preliminary decision and order with the tenure commission, along with a written brief in support of the cross-exceptions or of the preliminary decision and order. The party shall serve a copy of the statement of cross-exceptions or of the statement in support of the preliminary decision and order and a copy of the brief on each of the other parties.

(*l*) A matter that is not included in a statement of exceptions filed under subdivision (j) or in a statement of cross-exceptions filed under subdivision (k) is considered waived and cannot be heard before the tenure commission or on appeal to the court of appeals.

(m) If exceptions are filed, the tenure commission, after review of the record and the exceptions, may adopt, modify, or reverse the preliminary decision and order. The tenure commission shall not hear any additional evidence and its review shall be limited to consideration of the issues raised in the exceptions based solely on the evidence contained in the record from the hearing. The tenure commission shall issue its final decision and order not later than 60 days after the exceptions are filed.

(6) After giving the party notice and an opportunity to comply, the administrative law judge or the tenure commission may dismiss an appeal or deny a discharge or demotion for a party's lack of progress or for a party's repeated failure to comply with the procedures specified in this section or the tenure commission's rules.

(7) A party aggrieved by a final decision and order of the tenure commission may appeal the decision and order to the court of appeals in accordance with the Michigan court rules within 20 days after the date of the decision and order.

Enacting section 1. Section 5 of article IV of 1937 (Ex Sess) PA 4, MCL 38.105, is repealed.

Enacting section 2. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4626.

(b) House Bill No. 4627.

(c) House Bill No. 4628.

This act is ordered to take immediate effect.

Gary E Randall

Clerk of the House of Representatives

Carol Morey Viventi

Secretary of the Senate

Approved .....

.....

Governor

Act No. 100
Public Acts of 2011
Approved by the Governor
July 19, 2011

Filed with the Secretary of State
July 19, 2011

EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Rep. Scott

ENROLLED HOUSE BILL No. 4626

AN ACT to amend 1937 (Ex Sess) PA 4, entitled "An act relative to continuing tenure of office of certificated teachers in public educational institutions; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violation of the provisions of this act," by amending section 4 of article I, sections 1 and 3 of article IV, and section 2 of article V (MCL 38.74, 38.101, 38.103, and 38.112), section 4 of article I and section 3 of article IV as amended by 2005 PA 124 and section 1 of article IV as amended by 2005 PA 136.

The People of the State of Michigan enact:

ARTICLE I

Sec. 4. The word "demote" means to suspend without pay for 15 or more consecutive days or reduce compensation for a particular school year by more than an amount equivalent to 30 days' compensation or to transfer to a position carrying a lower salary. However, demote does not include discontinuance of salary pursuant to section 3 of article IV, the discontinuance or reduction of performance-based compensation paid pursuant to section 1250 of the revised school code, 1976 PA 451, MCL 380.1250, or a reduction in personnel, including, but not limited to, a reduction in workweeks or workdays.

ARTICLE IV

Sec. 1. (1) Except as otherwise provided in section 1a of this article, discharge or demotion of a teacher on continuing tenure may be made only for a reason that is not arbitrary or capricious and only as provided in this act.

(2) This act does not prevent any controlling board from establishing a reasonable policy for retirement to apply equally to all teachers who are eligible for retirement under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, or, having established a reasonable retirement age policy, from temporarily continuing on a year-to-year basis on criteria equally applied to all teachers the contract of any teacher whom the controlling board might wish to retain beyond the established retirement age for the benefit of the school system.

Sec. 3. (1) On the filing of charges in accordance with this article, the controlling board may suspend the accused teacher from active performance of duty until 1 of the following occurs:

(a) The teacher fails to contest the decision to proceed upon the charges within the time period specified in section 4(1) of this article.

(b) A preliminary decision and order discharging or demoting the teacher is issued by the administrative law judge under section 4(5)(i) of this article.

(c) If the preliminary decision and order is to reinstate the teacher, a final decision and order is rendered by the tenure commission under section 4(5)(m) of this article.

(2) Except as otherwise provided in subsections (3) and (4), if a teacher is suspended under subsection (1), the teacher's salary shall continue during the suspension.

(3) If criminal charges have been filed against a teacher, a controlling board may place the teacher's salary in an escrow account during a suspension under subsection (1). Before placing the teacher's salary in an escrow account as described in this subsection, the controlling board shall provide to the teacher notice of the charges, an explanation of the employer's evidence, and an opportunity for the teacher to respond, either in writing or in person. Health or life insurance benefits, or both, may be continued during the suspension at the option of the controlling board. If the administrative law judge issues a preliminary decision and order under section 4(5)(i) of this article to reinstate the teacher or for payment for salary lost by the teacher during the suspension, the controlling board shall release the money in the escrow account to the teacher to the extent necessary to effectuate the order. If the teacher fails to timely contest the decision to proceed upon the charges or if the administrative law judge issues a preliminary decision and order under section 4(5)(i) of this article discharging or demoting the teacher, the controlling board is entitled to the money in the escrow account.

(4) If a teacher who is suspended under subsection (1) is convicted of a felony that is not a listed offense or of a misdemeanor that is a listed offense, the controlling board may discontinue the teacher's salary effective upon the date of the conviction. If the teacher is convicted of a felony that is a listed offense, the controlling board shall discontinue the teacher's salary effective upon the date of conviction. As used in this subsection, "listed offense" means that term as defined in section 2 of the sex offenders registration act, 1994 PA 295, MCL 28.722.

(5) If a preliminary decision and order discharging a teacher is issued by the administrative law judge and the tenure commission subsequently reverses the preliminary decision and order of the administrative law judge, the tenure commission may order back pay.

ARTICLE V

Sec. 2. (1) Any controlling board upon written request of a teacher may grant leave of absence for a period not to exceed 1 year, subject to renewal at the will of the board. Additionally, a controlling board may grant a leave of absence because of physical or mental disability without receiving a written request from a teacher for a period not to exceed 1 year, subject to renewal at the will of the controlling board. A teacher who is placed on an unrequested leave of absence has the right to a hearing on the unrequested leave of absence in accordance with the provisions for a hearing in section 4 of article IV. A leave of absence does not serve to terminate continuing tenure previously acquired under this act.

(2) As a condition to reinstating the teacher at the expiration of the leave of absence, a controlling board may require a teacher who is on an unrequested leave of absence due to physical or mental disability to furnish verification acceptable to the controlling board of the teacher's ability to perform his or her essential job functions.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4625.

(b) House Bill No. 4627.

(c) House Bill No. 4628.

This act is ordered to take immediate effect.

Clerk of the House of Representatives

Secretary of the Senate

Approved .....

.....

Governor

Act No. 102
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Rep. O'Brien

ENROLLED HOUSE BILL No. 4627

AN ACT to amend 1976 PA 451, entitled "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts," by amending section 1249 (MCL 380.1249), as amended by 2010 PA 336, and by adding sections 1248 and 1249a.

The People of the State of Michigan enact:

Sec. 1248. (1) For teachers, as defined in section 1 of article I of 1937 (Ex Sess) PA 4, MCL 38.71, all of the following apply to policies regarding personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position by a school district or intermediate school district:

(a) Subject to subdivision (c), the board of a school district or intermediate school district shall not adopt, implement, maintain, or comply with a policy that provides that length of service or tenure status is the primary or determining factor in personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position.

(b) Subject to subdivision (c), the board of a school district or intermediate school district shall ensure that the school district or intermediate school district adopts, implements, maintains, and complies with a policy that provides that all personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other

personnel determination resulting in the elimination of a position, are based on retaining effective teachers. The policy shall ensure that a teacher who has been rated as ineffective under the performance evaluation system under section 1249 is not given any preference that would result in that teacher being retained over a teacher who is evaluated as minimally effective, effective, or highly effective under the performance evaluation system under section 1249. Effectiveness shall be measured by the performance evaluation system under section 1249, and the personnel decisions shall be made based on the following factors:

(*i*) Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:

(A) Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.

(B) The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

(C) The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.

(D) The teacher's attendance and disciplinary record, if any.

(*ii*) Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

(*iii*) Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

(c) Except as otherwise provided in this subdivision, length of service or tenure status shall not be a factor in a personnel decision described in subdivision (a) or (b). However, if that personnel decision involves 2 or more employees and all other factors distinguishing those employees from each other are equal, then length of service or tenure status may be considered as a tiebreaker.

(2) If a collective bargaining agreement is in effect for employees of a school district or intermediate school district as of the effective date of this section and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district or intermediate school district until after the expiration of that collective bargaining agreement.

(3) If a teacher brings an action against a school district or intermediate school district based on this section, the teacher's sole and exclusive remedy shall be an order of reinstatement commencing 30 days after a decision by a court of competent jurisdiction. The remedy in an action brought by a teacher based on this section shall not include lost wages, lost benefits, or any other economic damages.

Sec. 1249. (1) Not later than September 1, 2011, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

(a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.

(b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.

(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally effective, and ineffective, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system within 60 days after the effective date of the amendatory act that added this sentence to ensure that it rates teachers as highly effective, effective, minimally effective, or ineffective.

(d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

(*i*) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.

(*ii*) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.

(*iii*) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

(*iv*) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(2) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(*i*) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5).

(*ii*) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

(*iii*) 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 or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. For a teacher described in subdivision (b), the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.

(b) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

(*i*) The midyear progress report shall be based at least in part on student achievement.

(*ii*) The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a)(*iii*).

(*iii*) The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

(*iv*) The midyear progress report shall not take the place of an annual year-end evaluation.

(c) The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:

(*i*) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).

(*ii*) A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.

(*iii*) A classroom observation does not have to be for an entire class period.

(*iv*) Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.

(d) For the purposes of conducting annual year-end evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for teachers that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for teachers that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct annual year-end evaluations for teachers using that local evaluation tool.

(e) The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective, based on his or her score on the annual year-end evaluation described in this subsection.

(f) As part of the performance evaluation system, and in addition to the requirements of section 1526, a school district, intermediate school district, or public school academy is encouraged to assign a mentor or coach to each teacher who is described in subdivision (b).

(g) The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.

(h) The performance evaluation system shall provide that, if a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the teacher from his or her employment. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.

(i) The performance evaluation system shall provide that, if a teacher is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.

(j) The performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

(3) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for building-level school administrators and for central office-level school administrators who are regularly involved in instructional matters meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all school administrators described in this subsection by the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable, except that a superintendent or chief administrator shall be evaluated by the board or board of directors.

(b) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. The student growth and assessment data to be used for the school administrator annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district.

(c) The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district:

(*i*) If the school administrator conducts teacher performance evaluations, the school administrator's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of his or her teacher performance evaluations to assess the quality of the school administrator's input in the teacher performance evaluation system. If the school administrator designates another person to conduct teacher performance evaluations,

the evaluation of the school administrator on this factor shall be based on the designee's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of the designee's teacher performance evaluations to assess the quality of the designee's input in the teacher performance evaluation system, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.

(*ii*) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.

(*iii*) Pupil attendance in the school or school district.

(*iv*) Student, parent, and teacher feedback, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.

(d) For the purposes of conducting performance evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for school administrators described in this subsection that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for school administrators described in this subsection that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct performance evaluations for school administrators using that local evaluation tool.

(e) The performance evaluation system shall assign an effectiveness rating to each school administrator described in this subsection of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool described in subdivision (d).

(f) The performance evaluation system shall ensure that if a school administrator described in this subsection is rated as minimally effective or ineffective, the person or persons conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the school administrator on his or her next annual year-end evaluation.

(g) The performance evaluation system shall provide that, if a school administrator described in this subsection is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the school administrator from his or her employment. However, this subdivision applies only if the 3 consecutive annual year-end evaluations are conducted using the same evaluation tool and under the same performance evaluation system. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective school administrator from his or her employment regardless of whether the school administrator is rated as ineffective on 3 consecutive annual year-end evaluations.

(h) The performance evaluation system shall provide that, if a school administrator is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a school administrator is not rated as highly effective on 1 of these biennial year-end evaluations, the school administrator shall again be provided with annual year-end evaluations.

(4) The governor's council on educator effectiveness is created as a temporary commission described in section 4 of article V of the state constitution of 1963. All of the following apply to the governor's council on educator effectiveness:

(a) The governor's council on educator effectiveness shall consist of the following 5 voting members:

(*i*) The governor shall appoint 3 members.

(*ii*) The senate majority leader shall appoint 1 member.

(*iii*) The speaker of the house of representatives shall appoint 1 member.

(b) In addition to the members appointed under subdivision (a), the superintendent of public instruction or his or her designee shall serve as a nonvoting member.

(c) The members appointed under subdivision (a), and the designee of the superintendent of public instruction if he or she appoints a designee, shall have expertise in 1 or more of the following areas: psychometrics, measurement, performance-based educator evaluation models, educator effectiveness, or development of educator evaluation frameworks in other states.

(d) Not later than October 31, 2011, the governor's council on educator effectiveness shall contract with 1 or more additional experts in the areas described in subdivision (c) as the council considers necessary.

(e) The governor shall appoint an advisory committee for the governor's council on educator effectiveness to provide input on the council's recommendations. The advisory committee shall consist of public school teachers, public school administrators, and parents of public school pupils.

(f) The governor's office shall provide staffing and support for the governor's council on educator effectiveness.

(5) Not later than April 30, 2012, the governor's council on educator effectiveness shall submit to the state board, the governor, and the legislature a report that identifies and recommends all of the following for the purposes of this section and that includes recommendations on evaluation processes and other matters related to the purposes of this section:

(a) A student growth and assessment tool. The student growth and assessment tool shall meet all of the following:

(*i*) Is a value-added model that takes into account student achievement and assessment data, and is based on an assessment tool that has been determined to be reliable and valid for the purposes of measuring value-added data.

(*ii*) In addition to measuring student growth in the core subject areas of mathematics, science, English language arts, and social science, will measure student growth in other subject areas.

(*iii*) Complies with all current state and federal law for students with a disability.

(*iv*) Has at least a pre- and post-test.

(*v*) Is able to be used for pupils of all achievement levels.

(b) A state evaluation tool for teachers. All of the following apply to this recommendation:

(*i*) In addition to the student growth and assessment tool, the recommended state evaluation tool for teachers may include, but is not limited to, instructional leadership abilities, teacher and pupil attendance, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

(*ii*) The council shall ensure that the recommended state evaluation tool for teachers will allow all special education teachers to be rated.

(*iii*) The council shall seek input from school districts, intermediate school districts, and public school academies that have already developed and implemented successful, effective performance evaluation systems.

(c) A state evaluation tool for school administrators described in subsection (3). In addition to the student growth and assessment tool, the recommended state evaluation tool for these school administrators may include, but is not limited to, teacher and pupil attendance, graduation rates, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

(d) For the purposes of the recommended state evaluation tools for teachers and school administrators under subdivisions (b) and (c), recommended parameters for the effectiveness rating categories for teachers under subsection (2)(e) and for school administrators under subsection (3)(e).

(e) Recommended changes to be made in the requirements for a professional education teaching certificate that will ensure that a teacher is not required to complete additional postsecondary credit hours beyond the credit hours required for a provisional teaching certificate.

(f) A process for evaluating and approving local evaluation tools for teachers under subsection (2)(d) and school administrators under subsection (3)(d).

(6) It is the intent of the legislature to review the report submitted by the governor's council on educator effectiveness under subsection (5) and to enact appropriate legislation to put into place a statewide performance evaluation system taking into consideration the recommendations contained in the report.

(7) If all of the following apply for a public school operated by a school district, intermediate school district, or public school academy, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:

(a) As of the effective date of this subsection, the school district, intermediate school district, or public school academy has already implemented and is currently using a performance evaluation system for that public school that meets all of the following requirements:

(*i*) Under the system, the most significant portion of a teacher's or school administrator's evaluation is based on student growth and assessment data, which may include value-added measures.

(*ii*) The system uses research-based measures to determine student growth, which may be measured by standards-based, nationally normed assessments.

(*iii*) The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the school year.

(*iv*) Under the system, teacher effectiveness and ratings, as measured by student achievement and growth data, are factored into teacher retention, promotion, and termination decisions.

(*v*) Under the system, teacher and school administrator performance evaluation results are used to inform teacher professional development for the succeeding year.

(*vi*) The system ensures that teachers and school administrators are evaluated at least annually.

(b) The school district, intermediate school district, or public school academy notifies the governor's council on educator effectiveness by November 1, 2011 that it is exempt under this subsection from the requirements of subsections (2) and (3).

(c) The school district, intermediate school district, or public school academy posts a description of its evaluation system on its website.

(8) If, after the effective date of this subsection, a school district, intermediate school district, or public school academy begins operating a new public school, or implements a new performance evaluation system for a public school it operates, and all of the following apply, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:

(a) The performance evaluation system adopted and implemented for that public school replicates and is identical to the performance evaluation system of a public school that is exempt under subsection (7).

(b) The school district, intermediate school district, or public school academy posts a description of the performance evaluation system on its website.

(9) If a collective bargaining agreement is in effect for teachers or school administrators of a school district, public school academy, or intermediate school district as of the effective date of the 2011 amendatory act that amended this subsection, and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district, public school academy, or intermediate school district until after the expiration of that collective bargaining agreement.

(10) A school district, intermediate school district, or public school academy shall continue to conduct the evaluations for school principals that are currently required by the department through the 2010-2011 school year. At the end of the 2010-2011 school year, a school district, intermediate school district, or public school academy shall report the most recently completed or determined "effectiveness label" from that evaluation for each principal who is in place for 2010-2011, in a form and manner prescribed by the department.

Sec. 1249a. Beginning in 2015-2016, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the board of the school district or intermediate school district or board of directors of the public school academy in which the pupil is enrolled shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations. The notification shall be in writing, shall be delivered to the parent or legal guardian not later than July 15 immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4625.

(b) House Bill No. 4626.

(c) House Bill No. 4628.

This act is ordered to take immediate effect.

Gary E Randall

Clerk of the House of Representatives

Carol Morey Viventi

Secretary of the Senate

Approved .....

.....

Governor

Act No. 103
Public Acts of 2011
Approved by the Governor
July 19, 2011
Filed with the Secretary of State
July 19, 2011
EFFECTIVE DATE: July 19, 2011

STATE OF MICHIGAN
96TH LEGISLATURE
REGULAR SESSION OF 2011

Introduced by Reps. Yonker and Haveman

ENROLLED HOUSE BILL No. 4628

AN ACT to amend 1947 PA 336, entitled "An act to prohibit strikes by certain public employees; to provide review from disciplinary action with respect thereto; to provide for the mediation of grievances and the holding of elections; to declare and protect the rights and privileges of public employees; to require certain provisions in collective bargaining agreements; and to prescribe means of enforcement and penalties for the violation of the provisions of this act," by amending section 15 (MCL 423.215), as amended by 2011 PA 25.

The People of the State of Michigan enact:

Sec. 15. (1) A public employer shall bargain collectively with the representatives of its employees as described in section 11 and may make and enter into collective bargaining agreements with those representatives. Except as otherwise provided in this section, for the purposes of this section, to bargain collectively is to perform the mutual obligation of the employer and the representative of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or to negotiate an agreement, or any question arising under the agreement, and to execute a written contract, ordinance, or resolution incorporating any agreement reached if requested by either party, but this obligation does not compel either party to agree to a proposal or make a concession.

(2) A public school employer has the responsibility, authority, and right to manage and direct on behalf of the public the operations and activities of the public schools under its control.

(3) Collective bargaining between a public school employer and a bargaining representative of its employees shall not include any of the following subjects:

(a) Who is or will be the policyholder of an employee group insurance benefit. This subdivision does not affect the duty to bargain with respect to types and levels of benefits and coverages for employee group insurance. A change or proposed change in a type or to a level of benefit, policy specification, or coverage for employee group insurance shall be bargained by the public school employer and the bargaining representative before the change may take effect.

(b) Establishment of the starting day for the school year and of the amount of pupil contact time required to receive full state school aid under section 1284 of the revised school code, 1976 PA 451, MCL 380.1284, and under section 101 of the state school aid act of 1979, 1979 PA 94, MCL 388.1701.

(c) The composition of school improvement committees established under section 1277 of the revised school code, 1976 PA 451, MCL 380.1277.

(d) The decision of whether or not to provide or allow interdistrict or intradistrict open enrollment opportunity in a school district or of which grade levels or schools in which to allow such an open enrollment opportunity.

(e) The decision of whether or not to act as an authorizing body to grant a contract to organize and operate 1 or more public school academies under the revised school code, 1976 PA 451, MCL 380.1 to 380.1852.

(f) The decision of whether or not to contract with a third party for 1 or more noninstructional support services; or the procedures for obtaining the contract for noninstructional support services other than bidding described in this subdivision; or the identity of the third party; or the impact of the contract for noninstructional support services on individual employees or the bargaining unit. However, this subdivision applies only if the bargaining unit that is providing the noninstructional support services is given an opportunity to bid on the contract for the noninstructional support services on an equal basis as other bidders.

(g) The use of volunteers in providing services at its schools.

(h) Decisions concerning use of experimental or pilot programs and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology, or the impact of these decisions on individual employees or the bargaining unit.

(i) Any compensation or additional work assignment intended to reimburse an employee for or allow an employee to recover any monetary penalty imposed under this act.

(j) Any decision made by the public school employer regarding the placement of teachers, or the impact of that decision on an individual employee or the bargaining unit.

(k) Decisions about the development, content, standards, procedures, adoption, and implementation of the public school employer's policies regarding personnel decisions when conducting a reduction in force or any other personnel determination resulting in the elimination of a position or a recall from a reduction in force or any other personnel determination resulting in the elimination of a position or in hiring after a reduction in force or any other personnel determination resulting in the elimination of a position, as provided under section 1248 of the revised school code, 1976 PA 451, MCL 380.1248, any decision made by the public school employer pursuant to those policies, or the impact of those decisions on an individual employee or the bargaining unit.

(*l*) Decisions about the development, content, standards, procedures, adoption, and implementation of a public school employer's performance evaluation system adopted under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, or under 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191, decisions concerning the content of a performance evaluation of an employee under those provisions of law, or the impact of those decisions on an individual employee or the bargaining unit.

(m) For public employees whose employment is regulated by 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191, decisions about the development, content, standards, procedures, adoption, and implementation of a policy regarding discharge or discipline of an employee, decisions concerning the discharge or discipline of an individual employee, or the impact of those decisions on an individual employee or the bargaining unit. For public employees whose employment is regulated by 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191, a public school employer shall not adopt, implement, or maintain a policy for discharge or discipline of an employee that includes a standard for discharge or discipline that is different than the arbitrary and capricious standard provided under section 1 of article IV of 1937 (Ex Sess) PA 4, MCL 38.101.

(n) Decisions about the format, timing, or number of classroom observations conducted for the purposes of section 3a of article II of 1937 (Ex Sess) PA 4, MCL 38.83a, decisions concerning the classroom observation of an individual employee, or the impact of those decisions on an individual employee or the bargaining unit.

(o) Decisions about the development, content, standards, procedures, adoption, and implementation of the method of compensation required under section 1250 of the revised school code, 1976 PA 451, MCL 380.1250, decisions about how an employee performance evaluation is used to determine performance-based compensation under section 1250 of the revised school code, 1976 PA 451, MCL 380.1250, decisions concerning the performance-based compensation of an individual employee, or the impact of those decisions on an individual employee or the bargaining unit.

(p) Decisions about the development, format, content, and procedures of the notification to parents and legal guardians required under section 1249a of the revised school code, 1976 PA 451, MCL 380.1249a.

(4) Except as otherwise provided in subsection (3)(f), the matters described in subsection (3) are prohibited subjects of bargaining between a public school employer and a bargaining representative of its employees, and, for the purposes of this act, are within the sole authority of the public school employer to decide.

(5) If a public school is placed in the state school reform/redesign school district or is placed under a chief executive officer under section 1280c of the revised school code, 1976 PA 451, MCL 380.1280c, then, for the purposes of collective bargaining under this act, the state school reform/redesign officer or the chief executive officer, as applicable, is the public school employer of the public school employees of that public school for as long as the public school is part of the state school reform/redesign school district or operated by the chief executive officer.

(6) A public school employer's collective bargaining duty under this act and a collective bargaining agreement entered into by a public school employer under this act are subject to all of the following:

(a) Any effect on collective bargaining and any modification of a collective bargaining agreement occurring under section 1280c of the revised school code, 1976 PA 451, MCL 380.1280c.

(b) For a public school in which the superintendent of public instruction implements 1 of the 4 school intervention models described in section 1280c of the revised school code, 1976 PA 451, MCL 380.1280c, if the school intervention

model that is implemented affects collective bargaining or requires modification of a collective bargaining agreement, any effect on collective bargaining and any modification of a collective bargaining agreement under that school intervention model.

(7) Each collective bargaining agreement entered into between a public employer and public employees under this act after March 16, 2011 shall include a provision that allows an emergency manager appointed under the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531, to reject, modify, or terminate the collective bargaining agreement as provided in the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531. Provisions required by this subsection are prohibited subjects of bargaining under this act.

(8) Collective bargaining agreements under this act may be rejected, modified, or terminated pursuant to the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531. This act does not confer a right to bargain that would infringe on the exercise of powers under the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531.

(9) A unit of local government that enters into a consent agreement under the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531, is not subject to subsection (1) for the term of the consent agreement, as provided in the local government and school district fiscal accountability act, 2011 PA 4, MCL 141.1501 to 141.1531.

(10) If the charter of a city, village, or township with a population of 500,000 or more specifies the selection of a retirant member of the municipality's fire department, police department, or fire and police department pension or retirement board, the method of selection of that member is a prohibited subject of bargaining.

Enacting section 1. This amendatory act does not take effect unless all of the following bills of the 96th Legislature are enacted into law:

(a) House Bill No. 4625.

(b) House Bill No. 4626.

(c) House Bill No. 4627.

This act is ordered to take immediate effect.

Gary E Randall

Clerk of the House of Representatives

Carol Morey Viventi

Secretary of the Senate

Approved .....

.....

Governor

April 2012

Interim Progress Report

MCEE Michigan Council for Educator Effectiveness

MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS
INTERIM PROGRESS REPORT

APRIL 27, 2012

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MICHIGAN COUNCIL FOR EDUCATOR EFFECTIVENESS
INTERIM PROGRESS REPORT

APRIL 27, 2012

Background

The Michigan Council for Educator Effectiveness (MCEE)[1] was established in June of 2011 as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). Council members were appointed in September, and the legislature appropriated funding in mid-December of 2011. The MCEE is a temporary commission with a life of no more than two years.

The council has five voting members, three of whom were appointed by Governor Rick Snyder, and one each by Senate Majority Leader Randy Richardville and Speaker of the House Jase Bolger. Governor Snyder appointed Deborah Loewenberg Ball, dean of the University of Michigan School of Education, as chair of the MCEE. In addition to Ball, the governor appointed Mark Reckase from Michigan State University's College of Education and Nick Sheltrown from National Heritage Academics in Grand Rapids. Majority Leader Richardville appointed David Vensel, a principal from Jefferson High School in Monroe, and Speaker Bolger appointed Jennifer Hammond, a principal from Grand Blanc High School. Joseph Martineau serves on the MCEE without vote and is the designee of the Michigan Department of Education's superintendent of public instruction. (See Appendix A for a full biography of each council member.)

Charge and Vision

The MCEE is charged by law with an ambitious agenda, one that has tremendous significance for the educational opportunities and outcomes of our state's children. The MCEE will submit to the State Board of Education, the Governor, and the state legislature a report that identifies and recommends all of the following:

- A student growth and assessment tool.
- A state evaluation tool for teachers.
- A state evaluation tool for school administrators.
- Changes to the requirements for a professional teaching certificate.
- A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

The following common vision grounds the efforts of the MCEE:

> ***The Michigan Council for Educator Effectiveness will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goal of this system is to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning.***

[1] MCEE was formerly called the Governor's Council on Educator Effectiveness. On March 27, 2012, Executive Order No. 2012–3 was signed by Governor Snyder. It moved the GCEE out of the Governor's Office and into the Michigan Department of Technology, Management, and Budget (DTMB). It also changed the name of the council to the Michigan Council for Educator Effectiveness.

The Process

The Michigan Council for Educator Effectiveness convened for the first time in December 2011. Since then, the MCEE has met 16 times, averaging one three-hour meeting per week. Most meetings have taken place at the University of Michigan's School of Education in Ann Arbor, though the council has also held meetings in Detroit, Lansing, and Grand Rapids. Four meetings were open to the public, offering a variety of stakeholders the opportunity to observe the council's work and voice comments and suggestions. (Appendix B summarizes each meeting's presentations and discussions.)

Collaboration has been central to the MCEE's progress. Council members, as well as two ongoing expert consultants, divided into two groups focused on two immediate priorities: observation protocols for teachers and student growth and assessment tools. These technical groups work to make progress outside of the formal MCEE meetings, but all council members and consultants collaborate during formal meetings to discuss findings, ideas, and questions, and all deliberations and decisions are collective.

In addition to the work of its six members, the MCEE has benefitted from the input of expert consultants, all of whom are national leaders in areas crucial to the council's work. These experienced scholars and practitioners have provided valuable insight into education policies, reforms, and initiatives that are taking place in Michigan and in other states. Since their first meeting, council members have consulted with more than 30 experts from 10 states (see Appendices C and D). They have also referred to research and reports from a wide range of organizations and commissions around the country that have already worked extensively to understand educator evaluation and to implement evaluation systems (see Appendix E). Research and consultants have provided the MCEE with a wealth of knowledge regarding observation tools, student growth models, pilots, and both the successes and concerns of other states throughout similar processes.

Because observation of teaching is so central to the evaluation system that the council is charged to recommend, the MCEE has focused its work over the last three months on learning about the efficacy, feasibility, cost, and other aspects of implementing a variety of observation tools. Council members have consulted with other states, spoken with representatives from observation tool organizations, and discussed each framework's strengths and weaknesses. The council has made significant progress on this portion of the charge. Similarly, because student growth is also to be a key component, the MCEE has been actively investigating alternative approaches to measuring growth, and learning about various challenges and ways to address them. This interim progress report provides a summary of what has been learned in both of these crucial areas.

The Advisory Committee

PA 102 of 2011 also established the Advisory Committee to the Michigan Council for Educator Effectiveness, which consists of Governor-appointed teachers, district leaders, and members of interest groups (see Appendix F for a full list of members). This committee has responded to questions submitted by the council, and has provided input on the observation and student growth components of the council's charge. To read the Advisory Committee's ideas and feedback, please refer to Appendices G and H.

Teacher Evaluation: Observation Tool

Overview

Regular observations of educators are an essential component of building learning organizations. The MCEE is committed to institutionalizing teacher observations as part of Michigan's educator evaluation system in a rigorous, professionally responsible, and legally defensible way. Because so many states have recently created such systems, the council gathered information from across the country about the components of such systems, the tools available, the measurement challenges associated with educator observations, the processes and resources needed to guarantee rigorous use of these measures, and the lessons that other states have learned along the way.

Design Principles for an Educator Evaluation System

It is essential that Michigan have a clear set of design principles for the development of its educator evaluation system:

- Expectations should be clear and rigorous.
- The system should involve multiple measures.
- The system should enhance performance.
- The system should be committed to and structured to support ongoing educator learning and development.

Criteria for Selecting Observation Processes and Tools

With these design principles in mind, the MCEE recommends five criteria for the selection and review of observation instruments and related materials to be used by Michigan school districts:

- *The instruments should be aligned with relevant state and national standards for educators.*

  In Michigan, there are three relevant frameworks that need to be aligned with the educator evaluation system: the Teaching for Learning Framework (Appendix I), the School Improvement Program framework (Appendix J), and the Professional Standards for Michigan Teachers (see Appendix K). In addition, as new policies and reforms are embraced by the state, (e.g., the Common Core State Standards), educator evaluation systems must be aligned to support teachers who are adjusting curriculum and instruction to these new mandates. There are also myriad standards for teaching issued by professional organizations (e.g., the National Council for Teachers of Mathematics, the National Council for Social Studies, etc.) that are relevant.

- *The instruments should be used both for describing practice and supporting ongoing educator learning/development.*

  Although one goal of the educator evaluation system is to identify weak or underperforming teachers, the power of the system will lie in its potential to improve continually the capacity of Michigan's educator workforce. Thus the system should be designed to support teacher and principal learning over time.

- *The instruments should be accompanied by a rigorous and ongoing training program for evaluators.*

  The documentation of teaching is only as good as the observer. Observers need to be trained to observe carefully, attend rigorously to the key elements of instruction, to be thorough and accurate in their note taking and assessments, and responsible in the conclusions they draw from their observations. This takes training, and every commercially available observation protocol includes substantial training. Several require annual retraining as well.

- *Independent research on the reliability and the validity of the instruments should be available.*

  Although locally developed measures or adaptations of widely used measures might be appealing to many educators, an educator evaluation system involves high-stakes decisions about employment and credentialing. Over time, therefore, it is essential that any locally developed observation instrument be rigorously examined for its reliability and validity. It is also essential to monitor fidelity of districts' use of any common state-wide protocol. Although any tool recommended as the common tool for the state will already be supported by evidence of validity, it will nevertheless depend on proper local implementation to be reliable and fair.

- *The demands of the process should be feasible (in terms of personnel, time, and financial cost).*

  Institutionalizing educator evaluation for every teacher in every school multiple times across the year will require major changes in the work of the school principal. Rigorous observation systems require pre- and post-conferences with teachers, extended and brief observations, time to review and analyze the observational data (along with additional material), and time to conference with every teacher. Efforts to short circuit and truncate these components will compromise the quality and defensibility of the evaluation system. Thus concerns for adopting a system that is feasible in terms of time, personnel, money, and other human and material resources are critical.

Observation/Evaluation Systems

Many observation and evaluation systems are currently available. Some have been developed by researchers, others by professional developers, others by educators committed to providing sound support for early career teachers. Several states—Rhode Island, North Carolina, and Colorado, for example—have developed their own protocols (often adapting aspects of other widely used observation tools). Most of these materials are not accompanied by credible research on their reliability and validity. In addition to hearing from several Michigan school principals about their observation systems, the MCEE carefully examined the following tools:

- The Marzano Observation Protocol (Marzano Research Laboratory)
- The Thoughtful Classroom (Silver Strong & Associates)
- The Five Dimensions of Teaching and Learning (The University of Washington, Center for Educational Leadership)
- Charlotte Danielson's Framework for Teaching Proficiency Test Instrument (Outcomes Associates, Inc.)
- The Classroom Assessment Scoring System (CLASS, Teachstone, Inc.)
- The TAP Rubric (National Institute for Excellence in Teaching)

All of the existing protocols are potentially aligned with Michigan standards for teachers, although they differ substantially in level of detail and relevance to all grade levels and subject areas:

Observation Instrument	Major dimensions	Aligned	Training	Independent research on reliability/ validity	Observation or observation plus other materials
Marzano	Establish and communicate learning goals Help students effectively interact with new knowledge Help students practice and deepen their understanding Help students generate and test hypotheses Engage students Establish and maintain classroom rules Recognize and acknowledge adherence to rules Establish and maintain effective relationships Communicate high expectations for all students Develop effective lessons 41 subdimensions (short form)	✔	✔		Obs+

Observation Instrument	Major dimensions	Aligned	Training	Independent research on reliability/ validity	Observation or observation plus other materials
Thoughtful Classroom	Organization, rules, and procedures Preparing students for learning Presenting new learning Deepening learning Applying learning Positive relationships A culture of thinking and learning Helping students reflect on learning Engagement and enjoyment 75 subdimensions	✔	✔		Obs+
Five Dimensions	Purpose Student engagement Curriculum and pedagogy Assessment of student learning Classroom culture 13 subdimensions	✔	✔		Obs
Framework for Teaching	Planning and preparation Creating a respectful environment Instruction Professional responsibilities 22 subdimensions	✔	✔	✔	Obs+
Classroom Assessment Scoring System (Declined to release entire rubric)	Emotional support Classroom organization Instructional support Number of subdimensions unknown	✔	✔	✔	Obs
TAP	Designing and planning instruction Instruction Professional responsibilities Learning environment	✔	✔		Obs+

Some of the observation protocols focus exclusively on what observers might see in a classroom; others include professional responsibilities such as collaborating with other teachers, working well with parents, planning and reflecting on lessons. Very few of them have been the subject of independent research; only the Danielson Framework for Teaching and the Classroom Assessment Scoring System have substantial research in terms of instrument validity and reliability.

Lessons Learned

Several important issues were emphasized by all of the state commissioners whom we interviewed and all of the observation system vendors. We summarize the main items here:

- *Pilot phase*: A system of educator evaluation will only work to improve student learning if there is extensive buy in, understanding, and local learning. Every state commission recommended a pilot testing year, during which proposed tools and approaches can be tried out and their feasibility and fairness analyzed. Such pilot testing enables appropriate adaptations to be developed, as

well as more communication and buy in. Pilot testing is also essential for assessing the feasibility of the processes proposed.

- *Phasing in*: Educators and evaluators cannot use a system with fidelity if they do not understand it. Each observation system involves considerable mastery of tools and processes, by both teachers and their evaluators. All vendors recommend phasing their system in. Two aims were identified:

    - *Learning the tool.* The observation tool is an essential catalyst for stimulating learning in the system. Principals and teachers need time to acquaint themselves with the tool, adopt the new technical vocabulary that accompanies any educator evaluation system, and reorient themselves to the changes in their responsibilities that are required by the system.
    - *Training the evaluators.* Every vendor emphasized the necessity of taking time to train (and in some cases, certify) the evaluators before launching the process. Using untrained evaluators significantly threatens the integrity and fidelity of the implementation, which in turn compromises both its capacity to improve student learning as well as its validity and reliability.

- *One observation is not enough and walkthroughs are not sufficient*. Research on how many observations are needed to develop a sound description of a teacher's practice makes it clear that one observation is not sufficient, and can actually provide inaccurate information on the quality of instruction. While there is no definitive answer to the question "How many observations of what length are sufficient?", researchers conducting the Gates Foundation-funded Measures of Effective Teaching (MET) study have found that multiple observations lead to higher levels of reliability, and recommend that, when the data will be used for high-stakes evaluation, teachers must be observed during more than one lesson. Study authors also suggest that state and local education authorities regularly audit reliability by having outside observers conduct observations on a subset of teachers and compare scores to those from observations by school administrators.[2]

- *There is a larger system of policies, practices, and resources that accompany the educator observation tools.* This system includes:

    - Training/retraining for the evaluators/principals
    - Appeals processes
    - Handbooks for teachers
    - Handbooks for principals
    - Rubrics for summative evaluations based on multiple observations
    - Technology to support observations (e.g., iPads and apps)
    - Technology to support data entry and management (including interfaces for multiple system users—for example, principals who are doing evaluations and teachers who are entering information—linked also to student assessment information)
    - Technical studies: Every tool needs to be evaluated for its quality. This involves conducting research on the reliability and validity of instruments (e.g., testing whether different observers using the same instrument and observing the same teacher will produce similar ratings and examining the correlation between evaluations based on observation instruments and evaluations using other empirical data).
    - Communication network for ongoing educator education
    - Pilot study and subsequent revisions

[2] Kane, Thomas & Staiger, Douglas (2012) "Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains." Measures of Effective Teaching project, pp. 38-40. http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf

Challenges

In reviewing research and interviewing relevant actors in other states, the MCEE has identified four challenges that must be met in making recommendations about the observation tool (or tools) to be used.

- ✓ *Challenge 1: Being fiscally and practically feasible.* Only two instruments have independent, persuasive data associated with them about their reliable use (Framework for Teaching and CLASS). Both are labor intensive, and require multiple observations, as well as considerable material and personnel resources. A fair system requires the use of tested instruments that result in defensible observations and subsequent evaluations, but this costs both money and time.

- ✓ *Challenge 2: Ensuring fairness and reliability*. No matter what tool is selected, considerations of feasibility are important, but must be balanced by an overriding concern for fairness. Determining how many observations are required, how many observers there should be, the number of dimensions and subdimensions on which teachers should be evaluated, and what the necessary training and expertise of evaluations should be are crucial considerations. All of the available evidence suggests that multiple observations are needed and multiple observers need to be trained. Some of the available instruments (that do not have independent evidence associated with them) are shorter or have been streamlined for the purposes of briefer, more efficient observations, but these instruments may not produce observations that are of high enough quality to make high-stakes decisions. Principals are not likely to have the time needed to conduct multiple observations for every teacher (in addition to end of the year conferences), nor do they have the content expertise to be qualified to make sound judgments across all content domains.

- ✓ *Challenge 3: Assessing the fidelity of protocol implementation*. Given the high-stakes nature of the decisions that will be made based on these observations, it is imperative that there be a system in place to check that instruments and procedures are implemented with integrity and rigor. Every vendor with whom we spoke emphasized the importance of observer training and retraining. As the use of these observations goes to scale in thousands of teachers' classrooms, data must be collected and analyses conducted to appraise whether tools are being used accurately and whether protocols for implementation are being followed.

- ✓ *Challenge 4: Determining the equivalence of different instruments*. If the state grants waivers to school districts to use a range of observation and evaluation tools, it is imperative that evidence is collected concerning the equivalence of instruments. That is, it would be unacceptable for teachers in one district to be held to a standard that is higher or lower than another district. Thus, the state will also need to collect information to demonstrate the equivalence of judgments made using different tools.

Observations of teaching might seem simple to carry out. However, the council's research makes clear the need to be vigilant in demanding the rigorous and accurate use of instruments that have also been field-tested, their reliability and implementation analyzed, and critically reviewed. Doing anything less would jeopardize the integrity of the entire process, limit the policy's capacity to improve schooling for Michigan's children, and compromise the entire reason for this initiative.

Teacher Evaluation: Student Growth Model

The central purpose of teaching is to help students learn, and student growth measures can provide valuable insights into teachers' effectiveness in doing so, particularly when coupled with other measures of teaching efficacy. Given the central place that student learning holds in the initiative to develop an excellent educator evaluation system in Michigan, the MCEE is examining ways in which accounting for student growth can be effectively incorporated into the state's approach to evaluating educators. As this brief update will illustrate, much work has been done on this important component and much work remains to be completed before any recommendations can be made.

One of the first challenges for the MCEE has been to clarify exactly what is meant by "student growth." Despite its apparent simplicity, it is actually a term that has taken on a range of meanings around the country. An early task of the council was to survey the field to understand different ways this term is being used in education policy. This review has included consulting with various experts in learning measurement and modeling, reviewing work done by other states, meeting with service providers, and consulting with local school districts.

The council has found wide variance in the ways in which organizations describe student growth measurement. They differ in (1) the tests used to assess student growth, (2) the actual analytic techniques for quantifying student growth, and (3) the measures of value added by educators to student growth. These are based on different assumptions and vary in their accuracy and reliability. Each of these three is explained briefly below.

Tests Used to Measure Student Growth

The MCEE has reviewed a range of assessments that can be used to produce estimates of student growth. These include teacher-made assessments, state tests (such as the Michigan Educational Assessment Program, or MEAP), and national norm-referenced tests (such as Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP] or Scantron Performance Series). Specific characteristics of each assessment affect what it means to track students' growth.

Quantitative Measures of Student Growth

The council's investigations so far have allowed for a broad definition of student growth, including proxies for student growth (e.g., students' percentile ranks conditioned on pretest scores), which are often used as measures of student progress. Measures of student growth and progress that are currently in use for accountability purposes around the U.S. vary from the simple to the statistically complex. Simple examples include:

- Difference scores based on pre-test vs. post-test administrations of the same test in the same grade (not in use on a large scale).
- Transition tables tracking student performance levels from one grade to the next (such as those used in Delaware, Iowa, Minnesota, and Michigan).

More complex examples include:

- Difference scores based on pre- vs. post-test administrations, where the difficulty level of the test is calibrated on a vertical scale[3] to individual students' achievement levels at the time of the pre- or post-assessment (this approach is not in widespread use, but available through such instruments as the NWEA MAP).
- Difference scores based on vertically scaled tests from one grade to the next (such as those used in some states with vertically scaled assessments).
- Student growth percentile models such as those used in Arizona, Colorado, Indiana, and Massachusetts. In these models, percentile ranks of students' post-test scores are given for students who started out with similar scores on the pre-test.

[3] Vertical scales attempt to place test scores of students across grades on a common scale. For example, all students taking a particular test (regardless of grade) may fall on a vertical scale of 0 to 1000. Leveraging a common scale across grades is supposed to allow educators to compare student test score movement between adjacent grades as a way to estimate student growth. Thus, a helpful feature of vertical scales is that they allow the comparisons of test scores easily between grades. Vertical scales are not without their limitations, however. It is important to note that there is legitimate scholarly disagreement regarding the validity of vertical scales, and the council will need to consider these disagreements when making its recommendations.

Although each of these approaches satisfies a broad definition of measuring student growth, an important task of the MCEE will be to pilot these models to determine which are the most valid and reliable for use in evaluating educators.

Value-Added Measures

Value-added measures (VAM) attempt to isolate the effects of individual educators on the achievement or growth demonstrated by their students. VAM may be based on measures of student growth or vertical scales, but do not need to be. This is because measures of value added for an individual teacher are based on the deviation of that teacher's students' scores (or growth or progress) from the scores (or growth or progress) those students were expected to achieve based on previous achievement (and possibly other factors).

There are many different approaches to measuring the "added value" of an individual teacher's impact on students' growth, but there is legitimate and important scholarly disagreement over the appropriateness of these various approaches. Some researchers are skeptical about VAM in general because they question the validity of making causal claims about the impact of individual educators on student outcomes. The MCEE is committed to a thorough review and pilot of existing and emerging approaches before making a final recommendation about the value-added component in Michigan's educator evaluations. Although it seems common sense to be able to identify the impact a particular teacher has on students' progress, it is far from simple to do and the risks of doing it unreliably and improperly are obvious threats to the goal of this initiative to develop a strong system to evaluate and improve educator effectiveness in Michigan.

Plans for the Future of Michigan Assessment

Because measures of growth are highly dependent on the measures of achievement used to calculate student growth, the MCEE has taken a serious interest in the direction of state testing in Michigan as led by the Bureau of Assessment and Accountability (BAA). BAA has provided the MCEE with a detailed overview of the Michigan Department of Education's plan to develop additional standardized measures in the coming years and guide Michigan as the state moves to the Common Core State Standards and the supporting suite of assessments. (See Appendix L for a high-level overview of the next five years of planned testing development in Michigan.)

As the MCEE continues to investigate current work being done on measuring student growth, council members with technical expertise have also begun to evaluate how specific approaches to growth modeling would operate using MEAP and other assessment data. The council will continue this work in the coming months and will include their findings in a future report.

Challenges to Resolve

Measurement of student growth and "value added" are important components of educator evaluation. However, the different possible approaches present challenges that require more research and evaluation. Attributing student growth to individual educators in ways that are both fair and valid is a daunting task. MCEE is committed to addressing the challenges, and to incorporating the necessary safeguards in their recommendations. In addition to the issues entailed by the measurement of student growth and educators' added value, the MCEE has identified five additional challenges that will require further discussion and review by the council in the coming months:

- ✓ *Challenge 1: Measurement error in standardized and local measurements*. The MCEE recognizes that data collected from local and standardized assessments include some degree of random measurement error, some significant enough to lead to gross miscalculation of teachers' impact on student growth. It will be crucial to account for such measurement error in any responsible approach to including student growth and VAM in educator evaluation.

- ✓ *Challenge 2: Balancing fairness toward educators with fairness toward students*. The MCEE recognizes that there are significant issues to consider regarding whether demographic information should be incorporated into the statistical models used for VAM. Including such information will result in different expectations for certain groups of students based on their backgrounds, which in turn may result in maintaining or even increasing achievement gaps. Although this is less fair to students, it is fairer to educators to take into account the background characteristics of their students in setting expectations for growth. Not including demographics in setting expectations for student growth is fairer toward students, but is less fair toward educators. It is important to design a system that balances fairness toward educators and students.

- ✓ *Challenge 3: Non-tested grades and subjects*. Performing student growth calculations depends on having good measures in place. Measuring growth in non-tested subjects, such as art, physical education, music, etc. is a significant issue for the MCEE to address in its recommendation. An additional issue is the fact that many teachers do not teach in grades that are tested.

- ✓ *Challenge 4: Tenuous roster connections between students and teachers*. Fundamental to describing a teacher's influence on the learning outcomes of students is knowing which students he or she teaches, and to what degree each teacher is responsible for the instruction of each student. Based on discussions with local districts and state agencies, and national policy work, the MCEE recognizes that the student-teacher rostering relationship has a number of important challenges that need to be addressed. Repeatedly states have reported difficulties in simply determining which students were associated with which teachers.

- ✓ *Challenge 5: Number of years of data*. Teachers' assignments change regularly, some more than others. Teachers' work shifts as changes arise in their assignments to grade levels, subject areas, schools, and students. Instructional effectiveness must be geared to specifics of the context. Teachers also retire, while others enter the workforce. Like observations, assessments of value added are only as good as the data available, and for many teachers in tested grades and subject areas there is considerable variability in how many years of data are available.

In the coming months, the MCEE will continue to investigate these and other important issues as they relate to using student growth data to inform educator evaluation.

Combining Observation and Student Growth Scores

As this document has revealed, challenges exist in the selection of observational and student growth tools. The council has found that it is also important to consider carefully how values produced from observational and student growth tools are combined into a final evaluation score. The MCEE has reviewed the approach for combining evaluation scores in states such as New York, Ohio, Tennessee, Ohio, North Carolina, and Colorado. From these states' teacher evaluation systems, two approaches have emerged: formulaic and rubric.

In the formulaic approach (Tennessee and New York), inputs such as student growth and teacher observation are given weights and combined into a single teaching performance score by means of a formula. Combined scores are then mapped to a labeling scheme, which provides descriptions of teaching performance. For example, in New York 60 points of the evaluation are based on nationally recognized measures of teacher performance. The other 40 points are based on growth, giving a total possible of 100 points. The number of points a teacher earns is then mapped onto the following performance standards:

Ineffective: 0 – 64
Developing: 65 – 74
Effective: 75 – 90
Highly Effective: 91 – 100

Other states chose to use a rubric approach, where teacher observation data and student growth data are both independently mapped to standards of performance. For example, teachers may score a 5 in student growth, but only a 1 from observations of their teaching. The two scores are mapped to a rubric to determine the overall evaluation rating ("Partially Effective"). The rubric below is an illustrative example provided by Colorado:

Quality Standards Score					
5	Partially Effective	Partially Effective	Effective	Highly Effective	Highly Effective
4	Ineffective	Partially Effective	Effective	Effective	Highly Effective
3	Ineffective	Partially Effective	Effective	Effective	Effective
2	Ineffective	Partially Effective	Effective	Effective	Effective
1	Ineffective	Ineffective	Partially Effective	Partially Effective	Partially Effective
	1	2	3	4	5
	Student Growth Score				

Each of these approaches to combining scores presents challenges and opportunities. Naturally, a constraint of the rubric approach is that it is best applied to evaluation systems that equally weight two components (such as observation and growth). However, the rubric approach has intuitive appeal to educators, and is likely easier to understand than a formulaic approach. Approaches that use a formula are fairly flexible in their weighting and the number of factors employed, but may communicate a false degree of precision. The MCEE considers the combining of component scores to be an important challenge that requires more discussion.

Other Potential Components of the Educator Evaluation System

Observations and student test scores are only two of the components of educator evaluation systems that are being developed. Other components include documents that support the observations, as well as other materials contributed by teachers, principals, students, or parents. Among the other components used in other states are the following:

- Pre-observation conferences
- Post-observation conferences
- Summative evaluation conferences
- Teacher self-assessments
- Professional accountabilities (e.g., National Heritage Academies' mid- and year-end evaluations)
- Educator growth plans (developed by teachers or administrators)
- Locally developed assessments of student learning
- Structured review of student work
- Teacher artifacts using portfolio or evidence binder processes
- Feedback from students, parents, and/or other teachers using structured survey tools
- Teacher self-reflection and progress on professional growth goals

The MCEE will continue to consider the other components that should be included in Michigan's educator evaluation system.

Timeline

PA 102 of 2011 set out goals for a rigorous evaluation system intended to enhance instruction and support professional learning in Michigan. The MCEE understands the urgency of such reform, but also acknowledges the high stakes involved in restructuring educator evaluation. In order to ensure that Michigan provides policy and direction that will empower teachers and leaders to meet the needs of students and improve student outcomes, the MCEE has designed the following timeline. This will allow for the thought, research, and collaboration necessary to make responsible, fair, and feasible recommendations.

Estimated Timeline for Completing Recommendations	
Month/Year	Recommendation
June 2012	Observation tool(s) Details regarding the 2012-2013 pilot year
July 2012	Other components of teacher evaluation systems
October 2012	Student growth model
November 2012	Evaluation tool for school administrators Details regarding the pilot of administrator evaluations District waiver processes and principles
April 2013	Professional certificate
June 2013	Review all recommendations and adjust based on new data and information

Next Steps: 2012 – 2013 Pilot

After investigating educator evaluation reforms across the country, the MCEE has concluded that a pilot test is not only important, but imperative. Such a pilot test will allow a set of recommended tools and approaches to be tried out in a small number of districts and schools for a year in order to learn about how well they work and to uncover any problems that should be remedied before implementing a system wholesale in all Michigan schools. While postponing the implementation of a complete educator effectiveness evaluation system might seem wasteful, not doing so would be reckless, both fiscally and technically.

A pilot year will provide data on implementation and validity, and crucial feedback from education professionals using the tools and approaches. During a pilot, technical and logistical challenges can be confronted and resolved, and the resources necessary to put a statewide system into place can be developed (including a communication system, materials for teachers and administrators, and a database for storing information), increasing the likelihood of our state succeeding in this complex but vitally important undertaking. Building a rigorous evaluation system that holds all Michigan educators accountable for student learning depends on understanding how well it works in practice and designing it to be fair, reliable, and defensible. New Jersey, Rhode Island, Washington, and Colorado have all used pilots or phase-in years to learn more about their proposed state evaluation systems, and each state has been able to adjust these systems based on the feedback and ideas generated from pilot-participating districts and schools. We want nothing less for our state's educators and the 1.5 million children they teach each year.

General Design

The council recommends a pilot study of evaluation tools in 12 school districts to be carried out during the 2012-13 school year. The pilot study is crucial because it will allow the state to learn about educator evaluation as it takes place in school settings and to accommodate practical and technical issues that arise in the pilot test. It will also take advantage of the fact that many school districts have already begun the hard work of institutionalizing rigorous, regular observation systems in their teacher evaluations.

Districts in Michigan will be invited to apply to be part of the pilot study, and the 12 districts will be selected to represent the range of districts and schools in the state—in terms of context, geography, governance, size, and resources. The pilot will precede the implementation of educator evaluation in Michigan, and will be used to develop the final recommendations of the Michigan Council for Educator Effectiveness.

Below are specifications as currently known for the pilot study of evaluation tools.

Teacher Observation Tools

The council recommends studying three teacher observation tools in the pilot study, specifically looking at each tool implemented in four different districts of different sizes—one large, one medium, and two smaller districts—for a total of twelve participating districts. The tools, which the MCEE will select in the coming few weeks, will be the most promising (in terms of evidence and feasibility) and most likely to fit Michigan's needs.

Before the pilot begins in the fall of 2012, educators in pilot districts will be trained in the use of the tool identified for study in their district, including both existing school administrators and staff hired for the sole purpose of conducting educator evaluations (to assure the feasibility of conducting sufficient observations of each teacher to produce valid and reliable results). Districts will not be asked to cover the costs of training, implementation, data analysis, or new staff for the pilot. The MCEE will specify exact details about the implementation of the pilot and will oversee the project to ensure a well designed study that maximizes its contributions to the progress of designing a strong educator evaluation system. Lessons learned during the pilot study will also lead to the development of responsible criteria for granting waivers, as it will be important to the credibility of the state's educator evaluation system to have rigorous standards for granting exceptions to the final recommendations from the council.

Student Growth Model/Value-Added Model Pilot

In addition to the studies of the observation tools, the council recommends a pilot of several alternative student growth models and value-added models in the 12 pilot districts. The MCEE plans to conduct a pilot using existing assessments such as MEAP in grades 3 through 8, new assessments in high school (possibly EXPLORE, PLAN, and ACT), computer adaptive assessments in grades where such tests are available commercially, and local assessments in non-tested grades and subjects. Districts will not be asked to cover the cost of the additional testing. Such a set of pilot studies will help prepare for new assessments that are being developed now and will provide crucial information about the different types of growth models and value added models that could be implemented in Michigan.

Piloting a student growth model will allow educators to examine both the student growth data and teacher and administrator observation data to understand better how evaluation will work when it is implemented in Michigan. The pilot study will likely highlight strengths and weaknesses in the tools and in the data they yield. This will help in the continued design of Michigan's educator evaluation system.

Administrator Evaluation Pilot

Although this report focuses on teacher evaluation tools, the MCEE has already begun gathering comparable information about administrator tools. It is also likely that the challenges associated with teacher observations are similar for administrators, and thus work on recommending administrator tools will be informed and accelerated by the council's deliberations about teacher observation and evaluation tools. The council will be recommending one or two tools for evaluating administrators in October 2012 and will incorporate them into the pilot study. As with the teacher observation pilot, districts will not be asked to cover the costs of training, implementation, or data analysis for the pilot. The MCEE will provide more information about this aspect of the pilot in upcoming months.

Process for Implementing Pilot and Analyzing Results

The MCEE recommends that four full-time staff be dedicated to oversight of the pilot study: an education consultant manager, two education research consultants, and a secretary. The team will be located in the Michigan Department of Education (MDE), but will be accountable to the MCEE during the pilot study. It will distribute applications to districts, and will then select districts for inclusion from the applications received. The staff will aim to select a diverse group of districts to participate and will consider geography, urbanicity, socioeconomic status, size, governance, and other characteristics of districts in the state. Districts will be assigned to an observation tool by the team so each tool is implemented in varied settings.

District faculty and administrators will receive training from experts provided by observation tool vendors. Throughout the pilot study, members from Michigan's evaluation staff will offer support and guidance in using the tools.

The council recommends hiring an external vendor to manage the data and complete additional data work required to describe adequately the relationships between teachers and students (such as which subjects the teacher is responsible for teaching to each student, and the percentage of instructional responsibility each teacher has for each student in each subject). Such additional rostering activities go beyond those provided in current Michigan data systems, and are necessary for ensuring the validity of any value added models run during the pilot.

The council recommends that an outside research organization without an interest in the outcome of the pilot be employed under the oversight of the Michigan Department of Education to analyze the data from the pilot study. The organizations providing observation tools also provide data collection protocols. The outside research group will be given the collected data from the observation tools for evaluation. At the same time, administrators in pilot districts will use the observation data to complete that portion of the teacher evaluation.

The research group will also conduct focus group or other interviews to understand better how well school personnel understood the tools and how to use them, whether the tools were feasible for use in a school setting, how systematically and rigorously the tools and processes were implemented, and how reliable and valid the data from the tools appeared to be.

The outside research organization will calculate the various measures of student growth, run the various value added models, provide a report of the analyses, and make recommendations to the council regarding the validity and reliability of each approach to measuring student growth and value added.

In addition, the outside research group will match data from the pilot of the student growth tool(s) and the administrator evaluation tool(s) with the teacher observation data. This task will highlight how well the tools work in concert, and whether there are any reliability and validity concerns that should be addressed.

All data analysis from the pilot study will be provided to the MCEE, which will use it to inform its final recommendations.

Budget

The council has consulted with several states about their design and implementation of teacher evaluation, including their pilot studies. Based on what we have learned from these states, we recommend that the state include $6,054,418 in the FY 2013 budget to cover the cost of the pilot in the 2012-13 school year. That amount includes the cost of training, implementation, data analysis, staff support, and reporting, as well as other expenses that the state and districts involved in the pilot will incur. A draft of the budget is included in Appendix M.

Looking Forward

Evidence shows that skillful instruction can dramatically increase the probability that students will learn. Such teaching is sensitive to students' environments, good at buffering interferences, and adept at promoting students' academic engagement as well as their social and emotional development. Being able to achieve our ambitious educational agenda in this state depends on building and supporting a system that can ensure that the teachers who serve in our classrooms have the requisite professional skills and know how to use them with the diversity of Michigan's 1.5 million schoolchildren.

As such, the charge presented to the MCEE is ambitious and historically significant, as it could lead to revolutionary changes in how educators are evaluated in Michigan. The council is committed to moving firmly but responsibly on this charge and to learning from other states and from knowledgeable experts about how to create the infrastructure, procedures, and tools necessary to create a fair, transparent, and feasible new system. At work now for just four full months, the MCEE has made major strides in understanding the issues and learning about resources, tools, and systems that can inform the development of Michigan's system. The council's ambitious timeline will advance this work with due speed and carefulness across the coming months. The pilot study will help to provide crucial information, and the ongoing investigations and contacts will supply other vital resources for meeting the charge of the MCEE. The council appreciates the broad support that it has received from stakeholders across the state and looks forward to the next stage of the work.

Appendix A: Council Members' Biographies

Deborah Loewenberg Ball, Chair

Deborah Loewenberg Ball is the William H. Payne Collegiate Professor in education at the University of Michigan, and an Arthur F. Thurnau Professor. She currently serves as dean of the School of Education and as director of a new organization called TeachingWorks. She taught elementary school for more than 15 years, and continues to teach mathematics to elementary students every summer. Ball's research focuses on the practice of mathematics instruction, and on the improvement of teacher training and development. She is an expert on teacher education, with a particular interest in how professional training and experience combine to equip beginning teachers with the skills and knowledge needed for responsible practice. Ball has served on several national and international commissions and panels focused on policy initiatives and the improvement of education, including the National Mathematics Advisory Panel (appointed by President George W. Bush) and the National Board for Education Sciences (appointed by President Barack Obama).

Jennifer Hammond

Jennifer Hammond is the principal of Grand Blanc High School. She previously served as a teacher and administrator at schools in Troy, Hamtramck, and also in Houston, Texas. Hammond earned a bachelor's degree and certificate in secondary teaching from Michigan State University, a master's degree in mathematics education from Wayne State University, an educational specialist degree in school administration from Oakland University, and a doctorate in philosophy of educational leadership from Oakland University.

Joseph Martineau

Joseph Martineau is the executive director of the Bureau of Assessment & Accountability in the Michigan Department of Education. He has served in the Michigan Department of Education as a psychometrican, manager of large-scale assessment programs, and director of state testing and accountability. He also serves as a member of the board of the National Council on Measurement in Education, and on the executive committee of the Smarter Balanced Assessment Consortium. Martineau earned a bachelor's degree in linguistics and a master's degree in instructional design from Brigham Young University and a doctorate from Michigan State University. Martineau serves on the council as a non-voting member.

Mark Reckase

Mark Reckase is a professor in the measurement and quantitative methods program within the Counseling, Educational Psychology, and Special Education Department of the College of Education at Michigan State University. He worked for 17 years at ACT Inc., a college admission testing company and was a faculty member at the University of Missouri-Columbia. Reckase also served as the vice president of the American Educational Research Association and the president of the National Council of Measurement in Education. He earned a bachelor's degree in psychology from the University of Illinois, and a master's degree and doctorate in psychology from Syracuse University.

Nicholas Sheltrown

Nicholas Sheltrown is director of measurement, research, and accountability at National Heritage Academics in Grand Rapids. He manages the measurement and research initiatives for a network of 71 charter schools with over 40,000 students. Sheltrown previously served as director of research and measurement at Grand Valley State University, the technology director at Byron Center Public Schools and vice president of professional development at ST Concepts Inc. in Byron Center. He earned a bachelor's degree in mathematics from Cornerstone University, and a master's degree in curriculum and teaching and a doctorate from Michigan State University.

David Vensel

David Vensel is the principal of Jefferson High School in Monroe. He previously served as a teacher and assistant high school principal at Airport High School in Carleton. He earned a bachelor's degree in sociology from Eastern Michigan University and master's degree in American history and secondary education from the University of Toledo.

Bios taken from: http://www.michigan.gov/snyder/0,4668,7-277-57577-262871--,00.html

Appendix B: Annotated Meeting Agendas

Governor's Council on Educator Effectiveness
Wednesday, December 7, 2011 • 2:00 – 5:00 p.m.
Lansing, Michigan
CLOSED SESSION: George W. Romney Building • 111 S. Capitol Ave.

AGENDA

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

2:00 – 2:30 Welcome, introductions, and preview of charge
Council members introduce themselves and share brief details about the expertise they bring to the work of the Governor's Council.
Deborah Loewenberg Ball previews the work of the coming months.

Notes: The word "tool" does not necessarily mean that we will suggest one tool, but that we will develop principles that guide the legislature. The GCEE is contributing to the infrastructure for training, development, and evaluation of teachers. A checklist is not sufficient to measure effectiveness. The GCEE agrees that it is very important to build consensus around this work.

2:30 – 3:00 Framing: The challenges of teacher evaluation
What are the greatest challenges in developing principles for a teacher evaluation system?

Notes: The legislation makes this a political charge. Perhaps the council can encourage less partisan features of the legislation.

3:00 – 3:20 Review council curriculum and procedures and finalize meeting schedule

3:20 – 3:30 Move to Capitol Building

PUBLIC SESSION: Capitol Building • 100 N. Capitol Ave. • Rooms 402 and 403

3:30 – 3:40 Review of charge and introduction of council members
Deborah Loewenberg Ball reads the official charge of the Governor's Council.
Council members introduce themselves to invited speakers and guests.

3:40 – 4:40 Prepared remarks from invited speakers
Representatives from key groups who have a stake in the work of the council make brief prepared statements. They include:

- Phil Pavlov, Senator, 25th District; Chair, Senate Education Committee
- Paul Scott, former Representative, 51st District
- Debbie Squires, Associate Director, Michigan Elementary and Middle School Principals Association
- James N. Goenner, President & CEO, National Charter Schools Institute
- Dan Quisenberry, President, Michigan Association of Public School Academies
- Brad Biladeau, Associate Executive for Government Relations, Michigan Association of School Administrators
- Jim Ballard, Executive Director, Michigan Association of Secondary School Principals (or alternate)
- Amber Arellano, Executive Director, The Education Trust-Midwest
- Chad Aldis, State Director, StudentsFirst
- Dan Varner, CEO, Excellent Schools Detroit
- Louise Somalski, Legislative Coordinator, AFT Michigan
- Art Przybylowicz, Associate Executive Director and General Counsel, Michigan Education Association

Notes: Speakers suggested creating a fair, transparent, valid, and reliable system. Empower principals to become instructional leaders, and use evaluation as a development tool. Study what other states have implemented and learn from them.

4:40 – 5:00 **Public remarks**
Open the floor for brief remarks from others in attendance.

Next meeting **Wednesday, December 14, 2011**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Wednesday, January 11, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:20 **Opening to meeting and updates**
Changes in GCEE structure; funding; consultants; communication protocols

2:20 – 3:20 **Purposes of evaluations**
Why is it important for states and/or school districts to develop evaluation systems for their educators and administrators? What are the key purposes for such evaluations? What professional standards (technical, legal, and ethical) should guide the use of evaluations?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance: "Measuring What Matters" (December 2010/January 2011 issue of *Kappan*) and "Evaluating Teacher Effectiveness: Where do we go from here?" (National Comprehensive Center for Teacher Quality's May 2011 presentation to Learning First Alliance)

Notes: The key purpose of evaluation systems is to improve teaching and learning. The council should outline the things that need to be in place in order to implement evaluations validly. Start with standards, and use these to select a tool.

3:20 – 3:45 **Review of the legislation**
The GCEE was established as part of Michigan's teacher tenure reform efforts (PA 102 of 2011). What does the legislation require the GCEE to include in its recommendations? What does a close reading of PA 102 and the bill analysis teach us about the intent of the legislation?

Discussion led by Deborah Loewenberg Ball

To review in advance: PA 102 and analysis of the legislation

Notes: Start with the definition of effective teachers and tailor this definition for different instruments. Find out what domains are being measured in other states.

3:45 – 4:45 **Other states' efforts**
A number of states have already developed evaluation systems. What is typically assessed by these systems? Do any states provide a model for us to follow as we develop our recommendations?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance: National Comprehensive Center for Teacher Quality's comparison of teacher evaluation policies for Rhode Island, New York, and North Carolina (To compare other states, visit http://resource.tqsource.org/stateevaldb/)

Notes: North Carolina is a high capacity state with partnerships with research universities. We will need to determine Michigan's capacity. Rhode Island is a good model and clearly lays out its methodology. Rhode Island uses three tools for observations. New York has five observation tools that districts can use.

4:45 – 5:00 **Our charge**

The GCEE is charged with identifying recommendations for all of the following:

1) A student growth and assessment tool.
2) A state evaluation tool for teachers.
3) A state evaluation tool for school administrators.
4) Recommended changes to be made in the requirements for a professional teaching certificate.
5) A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the act.

What will count as a recommendation? What principles should guide our work?

Discussion led by Deborah Loewenberg Ball

Notes: The GCEE needs to make sure there is empirical evidence that the instrument is valid. This poses a challenge with both choosing and building our own.

Next meeting **Wednesday, January 18, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)
Focus: Key types of teacher evaluation tools and/or systems

Governor's Council on Educator Effectiveness
Wednesday, January 18, 2012 • 2:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 2:40 Walkthrough tool used at Monroe Public Schools

Presentation by Julie Everly, assistant superintendent for elementary education, and **Ryan McLeod**, assistant superintendent for secondary education, Monroe Public Schools

Notes: Monroe Public Schools has an iPad walkthrough tool for observations. Tools prompt district level "look fors" and allow others to be added at the school level. MPS will be drafting a rubric based walk-through tool next in order to get away from the yes/no model. The district asks principals to do ten walk-throughs each week. This model allows immediate feedback for teachers.

2:40 – 3:15 Two rubrics: Danielson and Marshall
Compare and contrast the two rubrics. Where are the overlaps? What's missing? How do they align with the chart Brian presented at the January 11 meeting?

Discussion led by Brian Rowan, Burke A. Hinsdale Collegiate Professor at University of Michigan School of Education

To review in advance (IN DROPBOX):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Kim Marshall's Teacher Evaluation Rubrics (revised September 4, 2010)

Notes: Marshall doesn't use evidence, only judgment. Danielson has a statement of standards and is well developed and elaborated. According to the MET study, observation tools should define expectations for teachers, ensure observer accuracy, ensure reliability of results, and determine alignment of outcomes. Ensuring accuracy of observers is a huge challenge, but MET recommends that teachers be trained and certified.

3:15 – 4:00 Three models: North Carolina, Rhode Island, and Washington, D.C.:
Compare and contrast the three models. Where are the overlaps? What's missing? How well do they address some of the concerns placed in the "parking lot" at the January 11 meeting (e.g., reliability of data, transparency of process, validity of instrument, application to untested grades and subjects)?

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

To review in advance (IN DROPBOX):

- North Carolina Teacher Evaluation Process
- The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011-2012)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 1: General Education Teachers with Individual Value-Added Student Achievement Data)
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel (Group 2: General Education Teachers without Individual Value-Added Student Achievement Data)

Notes: Washington, D.C. model is concrete and describes behaviors and examples in depth. North Carolina looks like National Board and focuses on teachers as leaders. Rhode Island seems oriented toward developing over time and learning.

Next meeting **Wednesday, February 8, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, February 8, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 3:10 Big issues

What big issues or questions need to be addressed before we can make any recommendations about principles or tools for evaluation? We have already begun building a "parking lot" for these that includes things like access to data, transparency, and validating evaluation instruments. What other big categories do we need to consider? What fundamental questions concern you most about this work?

Notes: Council members' questions include: How do we deal with the differences in context, level, and subject matter? Are we developing our own tool, or are we looking for a tool or approach that is already developed? To whom do our recommendations apply? How do we communicate with the legislature, teacher organizations, and others? Regarding the student growth tool, what is the metric? Some next steps are to create a vision statement, continue to look into what other states have done, and continue to research existing tools.

3:10 – 3:40 Guiding principles

At our first meeting, I said that any recommendation that we make needs to be valid, fair, useful, and feasible. Are there other principles that should guide our work?

3:40 – 4:10 Learning from experts

What two or three things are you most needing to learn about from consultants or each other to do this work responsibly? Do you have suggestions for experts we could bring in to guide some of that learning?

4:10 – 5:00 Advisory Committee

What role do you envision for the soon-to-be-appointed advisory committee of teachers, administrators, and parents?

Notes: The Advisory Committee can identify the concerns and expectations that they have; this could give the GCEE insight into what others are worrying about and hoping for. The Advisory Committee could develop a plan to learn about what a subset of districts is doing now, and use that to inform a list of components that they believe should be included in an evaluation system. The GCEE needs to learn how best to work with the Advisory Committee.

Next meeting Monday, February 13, 2012
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Thursday, February 13, 2012 • 2:00 p.m. – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 Opening to meeting and updates

2:10 – 5:00 VAM team and observation tool team conduct small group work

Governor's Council on Educator Effectiveness
Thursday, February 16, 2012 • 9:00 a.m. – 12:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members Present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and updates

9:10 – 9:20 Timeline for deliverables and resulting political tensions
Discuss concerns we have heard from some legislators regarding a revised timeline that allows us to complete our work by the end of the calendar year. Consider strategies for addressing concerns.

Notes: The council decided that the timeline for deliverables needs to be extended in order to make responsible recommendations. Deborah could make this proposal at her March 1 meeting.

9:20 – 9:45 Communication strategies and guidelines
Review and comment on vision statement drafted by Jenny and Dave.
Discuss key talking points, protocols for media requests and other official communications on behalf of the council, meetings with key stakeholder groups, etc.

To review in advance (in Dropbox): Draft vision statement

9:45 – 10:00 Timing of statewide student tests
Discuss the benefits and drawbacks of administering statewide tests (e.g., MEAP, ACT, MME) in the spring

Notes: MEAP will move online and to the spring in 2014-15. The state could provide some funding to do benchmark/periodic assessments in non-tested grades and subjects. MCEE will continue to consider assessment timelines and their alignment with evaluation recommendations.

10:00 – 11:15 Work in small groups

11:15 – 12:00 Presentation by David Hecker, president, Education Alliance of Michigan

Notes: Districts will need a lot of support to use valid and reliable assessments in all content areas. The council must have a mobility standard; many classrooms, especially in urban districts, change composition over the course of the year. The GCEE should consider using peer reviews, portfolios, and self-assessments.

Next meeting Tuesday, February 21, 2012
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Note: Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation, will be presenting the Frank B. Womer Lecture at the School of Education from 12:00 to 1:30 p.m. Governor's Council members are invited to attend.

Governor's Council on Educator Effectiveness
Tuesday, February 21, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

12:00 – 1:30 Daniel F. McCaffrey presents the 2012 Frank B. Womer Lecture in Measurement and Assessment

Dan McCaffrey, PNC Chair in Policy Analysis and senior statistician at RAND Corporation will present his talk, "Can Paying Teachers for Performance Improve Student Achievement? Results from Three Random Assignment Evaluations." All GCEE members are invited. His talk will take place in the Prechter Laboratory (room 2202) in the School of Education. A light lunch will be served.

For more information, see:
http://soe.umich.edu/news_events/events/detail/womer_lecture_daniel_mccaffrey/)

NOTE: Dan McCaffrey will join us for the GCEE meeting after his talk and answer questions we have about value-added modeling and other student growth models. Nick and Joseph prepared some questions in advance, which are included on this agenda. Please feel free to bring your own questions to the meeting.

2:00 – 2:10 Opening to meeting and updates

Proposal to hire GCEE project manager

2:10 – 3:10 Introduction to value-added modeling (VAM)

- What technically qualifies a model to be value-added? What minimum characteristics must a model have to be considered a value-added model?
- What is the simplest value-added model that could be used responsibly in educator evaluation?
- What factors should we consider when selecting a value-added model?
- What potential benefits does VAM present to a teacher evaluation system?
- What are the potential pitfalls?

To review in advance (in Dropbox): Daniel Koretz's 2008 *American Educator* article, "A Measured Approach"

Notes: There is no universal definition of VAM, but there are components that everyone agrees is a part of VAM (e.g. this year's scores regressed against last year's and the year's before with a consideration for demographics). Dan suggests: regress the current year score on some set of prior year scores, account for error in prior scores, add aggregated scores at classroom level to control for peers.

3:10 – 4:10 Using VAM to evaluate and improve instruction

- How would you suggest value-added data be incorporated in a teacher evaluation system?
- What advice would you give practicing educators who must incorporate VAM in an overall evaluation?
- How would you recommend using VAM to provide feedback to teachers to help them improve instruction?
- Most VAMs compare teachers against the average teacher effect, but how do you know if the average teacher is effective?
- How much does choice in what VAM model you select influence things like teacher ranking and evaluation?
- What do you think about the role of "growth toward a standard" models?

4:10 – 5:00 **VAM data integrity and reliability**

- What is a simple design that doesn't require additional data collection to test the effect of a VAM-based system in the state (e.g., interrupted time series design)?
- What are the biggest data quality issues that you have encountered that compromise VAM?
- In the 2003 report, *Evaluating Value-Added Models for Teacher Accountability*, you wrote, "The research base is currently insufficient to support the use of VAM for high-stakes decisions." Is this still true in your opinion?

Notes: The GCEE should focus on error where stakes are the highest. Some other factors to consider include putting in peer effects, accounting for students with multiple teachers, precision, and statistical bias.

Next meeting **Monday, February 27, 2012, 2:00 – 5:00 p.m.**
Grand Valley State University, Eberhard Building, room 215
301 Fulton St. W, Grand Rapids, MI
(see http://www.gvsu.edu/meetatgvsu/eberhard-parking-directions-and-map-12.htm for a map and parking information)

Governor's Council on Educator Effectiveness
Monday, February 27, 2012 • 9:00 a.m. – 12:00 p.m.
Grand Valley State University • Eberhard Building, room 215 • 301 Fulton St. W • Grand Rapids

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 Opening to meeting and welcome remarks

9:10 – 9:40 Use of teaching evaluations and student achievement scores to improve instruction

Presentation by Tom Livezey, superintendent, and **Jason Kennedy**, principal, Oakridge Public Schools, Muskegon, MI

9:40 – 10:30 Observation tools and other modes for measuring the effectiveness of instruction

Discussion led by Suzanne Wilson, University Distinguished Professor, chair of the Department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching at Michigan State University

Notes: Suzanne Wilson guided the group in a discussion of observation tools. Council members developed a list of questions for observation tool developers. Answers to these will assist the GCEE in determining which tools might best fit Michigan districts and schools.

10:30 – 11:30 Student growth and assessment tools

Discussion led by Deborah Loewenberg Ball, chair, Governor's Council on Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: Review Dan McCaffrey's talk.

11:30 – 12:00 Public comment session

Notes: Suggestions from public attendees included looking at student growth percentile model as an interim student growth option, examining the state's professional development opportunities, using multiple observers and student/parent surveys.

Next meeting Thursday, March 1, 2012
9:00 a.m. – 12:00 p.m.
Lansing, MI (exact location to be determined soon)

Governor's Council on Educator Effectiveness
Thursday, March 1, 2012 • 9:00 a.m. – 12:00 p.m.
Capitol Building, room 424 • 100 North Capitol Avenue • Lansing, Michigan

Council members present: Deborah Ball, Jenny Hammond, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

9:00 – 9:10 **Opening to meeting and updates**
Debriefing Monday's meeting in Grand Rapids
Updates

9:10 – 9:40 **Systematized evaluation: National Heritage Academies**

Presentation by Max Hunsicker, senior director of coaching and learning at National Heritage Academies

Notes: According to Mr. Hunsicker, National Heritage Academies' evaluation is intentional, supportive, and measured. The goal of this system is to have high-quality teachers in every classroom. The system focuses on components of teaching that have the greatest impact on student achievement. This system is built around meaningful dialogue and professional development.

9:40 – 10:10 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators

10:10 – 11:00 **Outstanding questions and next steps**
Review questions surfaced at Monday's meeting
Determine assignments and next steps

To review in advance: Grids of questions about observation tools and student growth models (in Dropbox in folders "Observation tool questions" and "Student growth questions"

Notes: Council members reviewed this question grid and determined assignments for future work. The primary focus for upcoming weeks will be on observation tools.

11:00 – 12:00 **Student growth and value-added models**
Review notes from conversation with Dan McCaffrey
Begin building framework for building recommendations for feasible and useful student growth assessments

Next meeting **Wednesday, March 7, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Wednesday, March 7, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

2:00 – 2:10 **Opening to meeting and updates**
Debriefing last week's meetings in Grand Rapids and Lansing
Updates

2:10 – 2:40 **Update on meeting with legislators**
Notes from conversation with Senator Phil Pavlov, chair of the Senate Education Committee
Highlights from meeting with key legislators
Next steps

2:40 – 3:00 **Michigan assessment timeline through 2015-16**
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies)

3:00 – 4:00 **Washington perspective**
In 2007, the Center for Educational Leadership (CEL) at University of Washington College of Education released its instructional framework, the 5 Dimensions of Teaching and Learning (5D). According to CEL's website (www.k-12leadership.org):

The 5D Framework is the only comprehensive instructional framework in the country accompanied by an on-line assessment tool that measures leaders' ability to observe and analyze instruction, provide useful and timely feedback to teachers, and guide teachers' learning. More than 2,000 district leaders, school leaders, and coaches nationwide have participated in the 5D assessment process since its development.

We will have a Skype conversation with **Steve Fink**, executive director at CEL, **Sandy Austin**, project director at CEL, and **Edie Holcomb**, program facilitator at Washington's Teacher & Principal Evaluation Pilot (TPEP), which is using 5D as one of their observation protocols (along with Danielson and Marzano).

To review in advance: Materials from University of Washington (in Dropbox folder "University of Washington")

Notes: Washington is using three instructional frameworks, but 5D reflects the overall scope of Danielson and Marzano. In Washington, these frameworks will be used with all instructional personnel. Each of the providers (Danielson, Marzano, and 5D) will provide training. The instrument is not as important as the training to use the framework well. These presenters believe that observers do not judge a classroom, but watch and catalogue.

4:00 – 5:00 **Work in small groups**

Next meeting **Friday, March 16, 2012**
2:00 – 5:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Governor's Council on Educator Effectiveness
Friday, March 16, 2012 • 2:00 – 5:00 p.m.
University of Michigan School of Education
Dean's Conference Room (room 1211) • 610 East University Avenue • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown

AGENDA

2:00 – 2:10 Opening to meeting and updates
Introduce Cori Mehan
Updates

2:10 – 2:30 Michigan assessment timeline through 2015-16
Discuss the state's assessment timeline and its impact on student growth models

To review in advance: Assessment timeline (in Dropbox folder "Relevant MDE policies")

Notes: Council members studied the testing timeline and asked Joseph questions about implementation and feasibility. It was noted that this timeline will help council members as they make future recommendations regarding student growth.

2:30 – 3:00 Review of Michigan's current data availability and challenges

Nick Sheltrown and **Joseph Martineau** will present and lead a discussion

Notes: Nick and Joseph explained roster checking, which would allow for districts to match students more accurately with teachers and glean a more accurate measurement for each teacher's percentage of instructional responsibility. The council discussed the difficulty of applying such a tool to PE and art teachers, but decided to consider roster verification tools as they continue to make recommendations.

3:00 – 4:00 "Teaching capacity" growth model

Mark Reckase and **Joseph Martineau** will present an alternative growth model that they are developing to measure "teaching capacity"

Notes: Mark and Joseph presented their growth model and answered questions. They explained that this model would allow districts to consider and account for students' backgrounds and other external factors when evaluating student growth. Each student would receive a challenge index. One outstanding concern was that this model might favor teachers working with disadvantaged student populations.

4:00 – 5:00 Colorado perspective
Colorado's State Council for Educator Effectiveness submitted its report and recommendations to the State Board of Education on April 13, 2011. We will have a Skype conversation with **Lorrie Shepard**, member of the council and dean at the University of Colorado at Boulder's School of Education. She will offer information about their council's efforts, the process they used to arrive at their recommendations, and key lessons learned.

To review in advance: Attached summary of Colorado's State Council for Educator Effectiveness Report and Recommendations (Full report is in Dropbox folder "Sample reports of Ed Evaluation Committees")

Notes: Lorrie Shepard explained the educator evaluation process in Colorado, including their timeline, matrix approach, pilot, and choosing an observation tool.

Next meeting Wednesday, March 28, 2012
10:00 a.m. – 1:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Wednesday, March 28, 2012 • 10:00 a.m. – 1:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown (via telephone), Dave Vensel (via telephone)

AGENDA

10:00 – 10:45 **Opening to meeting and updates**
Executive Order changing our name; Plans for open meeting in Detroit on April 2; Discussion of ways to engage the Advisory Council before the April 30 deadline; Summer meeting dates

Notes: The governor signed an executive order that changed the council's name to the Michigan Council for Educator Effectiveness. Our logo must be changed, as well as other documents. The Detroit meeting will take place at the Skillman Foundation. Cori will send out directions and parking information. The MCEE will ask the Advisory Council for their input on key challenges.

10:45 – 11:00 **Vision statement approval**
To review in advance (In Dropbox folder "Vision statements"): Vision statement revisions document

Notes: Council members edited and approved the vision statement, which will guide the council's future work and recommendations.

11:00 – 11:30 **Combined performance measures**
Nick Sheltrown will review how five states combine their performance measures.

Notes: Nick provided information on combining performance data. In the discussion afterward, the council generally preferred the rubric approach, not the formula approach. The council also agreed on the need to be able to indicate the probability that a teacher will fall into any given box in the rubric. For future thinking, could this approach set Michigan apart from other states?

11:30 – 1:00 **Review of observation tool conversations and findings**
Jenny Hammond, **Dave Vensel**, and **Suzanne Wilson** will review the observation protocols and frameworks that they have examined and discuss findings, thoughts, and questions.

To review in advance:

- Memo concerning observation protocols and related materials/processes (to be emailed later on March 27)
- Charlotte Danielson's Framework for Teaching (In Dropbox folder "Meeting agendas and materials")
- Robert J. Marzano's An Observational Protocol Based on "The Art and Science of Teaching" (In Dropbox folder "Meeting agendas and materials")
- University of Washington's 5D+ Teacher Evaluation Rubric (In Dropbox folder "Meeting agendas and materials")

Note: If you received a binder that contains these observation tools, please bring it with you to the meeting.

Notes: Jenny, Dave, and Suzanne met with representatives from observation tool organizations to learn more about the specifics of each tool. Council members discussed observation tool ideas, concerns, and questions regarding feasibility, reliability, validity, cost, and other aspects of each system.

Next meeting **Monday, April 2, 2012**
12:00 – 3:00 p.m.
The Skillman Foundation (100 Talon Centre Dr., Suite 100, Detroit)

Michigan Council for Educator Effectiveness
Monday, April 2, 2012 • 12:00 p.m. – 3:00 p.m.
The Skillman Foundation • Grantees' Room • 100 Talon Centre Dr., Suite 100 • Detroit

Council members present: Deborah Ball, Dave Vensel

AGENDA

12:00 – 12:15 Opening to meeting and welcome remarks

12:15 – 1:00 Updates on the MCEE's work

Discussion led by Deborah Loewenberg Ball, chair, Michigan Council for Educator Effectiveness; William H. Payne Collegiate Professor of Education, Arthur F. Thurnau Professor, and dean, University of Michigan School of Education

Notes: The MCEE has looked at particular observation frames and protocols like Danielson. Council members have looked at other states in order to learn what systems exist. The council is working to develop a system that is fair, transparent, and feasible, and will contribute to educational improvement.

1:00 – 1:30 Learning about the Washington's evaluation pilot

We will have a phone conversation with **Michaela Miller**, Washington's teacher–principal evaluation project manager, to discuss Washington's pilot program. Michaela will discuss timeline, training, cost, feedback from educators, and other lessons learned regarding Washington's educator evaluation pilot.

Notes: Washington has plans to phase in their system; there are nine school districts in the pilot this year and there will be 65 school districts in 2012-2013. Washington was able to train all teachers in pilot schools on the observation tools, but it was expensive. Michaela suggests that the MCEE focus on connecting teachers and principals in pilot districts, use frameworks that already exist, work with teachers to set goals, and listen to feedback from teachers.

1:30 – 2:00 Piloting evaluation systems

- What are the benefits of a pilot year?
- What systems or policies need to be in place for a pilot to be effective?
- How might districts apply to be a part of a pilot year?

Discussion led by Cori Mehan, project manager for the Michigan Council for Educator Effectiveness.

Notes: After examining other states, Cori shared some findings. Selecting varying sizes of pilot districts can help to understand more potential challenges. The cohort of pilot districts should be relatively small so that the state can analyze the evaluation systems' effectiveness in each school. In many cases, student growth measures are not piloted in the first year.

2:00 – 3:00 Public comment session

Notes: Create more transparency with the public. Avoid "gotcha" checklist evaluation. Evaluation system needs to be about professional growth. Pilots are important for buy-in; pilots also help to ensure that a system works before asking more districts to take part.

Next meeting Monday, April 12, 2012
8:00 – 11:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 12, 2012 • 8:00 – 11:00 a.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Nick Sheltrown, Dave Vensel

AGENDA

8:00 – 8:10 Opening to meeting and updates

8:10 – 8:20 Overview of the April 2 meeting in Detroit

Notes: During the Detroit meeting, the council heard from Michaela Miller, who explained the pilot process in Detroit. She answered questions about piloting districts, feedback from educators, and the lessons they learned. Then, the council heard from public attendees including teachers, district leaders, and members of advocacy groups.

8:20 – 10:45 Plans and considerations for the interim progress report
What does the Council want to include in the upcoming report? What recommendations can we make? What can we say regarding the recommendations we are not yet prepared to make? What should be our messaging strategy around this report?

Discussion led by Deborah Loewenberg Ball

Notes: The council agreed that the upcoming interim progress report should describe the council's work, and should include consultants, agendas, and lessons that the council has learned. Sections of the report will include process, observation tool, student growth, timeline, and pilot recommendations. Council members agreed to work on sections of the report, and the draft will be available to view before the next meeting.

10:45 – 11:00 Sharing Social Security Numbers with Jessica Menold
Jessica Menold, finance specialist in the Executive Office of Governor Snyder, is working to reimburse council members for mileage and other expenditures. She needs each council member's social security number, and will be speaking with us via telephone to procure these.

Next meeting Thursday, April 19, 2012
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Michigan Council for Educator Effectiveness
Thursday, April 19, 2012 • 1:00 – 4:00 p.m.
University of Michigan School of Education
Dean's Conference Room • 610 East University Avenue, Room 1211 • Ann Arbor

Council members present: Deborah Ball, Jenny Hammond, Mark Reckase, Joseph Martineau, Nick Sheltrown, Dave Vensel

AGENDA

1:00 – 2:00 Danielson Framework and Teachscape presentation

Charlotte Danielson is the creator of the Danielson Framework and has served as a consultant to hundreds of districts, universities, intermediate agencies, state departments of education, and national ministries and departments of education. She will be speaking with us about her observation framework and the policies and practices that support its implementation.

Also visiting is **Mark Atkinson**, the founder and CEO of Teachscape, an organization that "combines software tools for classroom observation and evaluation, online learning content based on authentic teaching practice, and professional services for support in structuring professional development and implementing school turnaround." Mr. Atkinson has worked closely with Ms. Danielson to develop an online training, practice, and assessment system for observers to ensure that they can make accurate and consistent judgments based on evidence.

To review in advance (In Dropbox):

- Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Questions for Charlotte Danielson

Notes: Ms. Danielson and Mr. Atkinson answered questions regarding the training, cost, and overall implementation for the Framework for Teaching. Mr. Atkinson briefly showed portions of the online training portal. He will give council members access to this portal so that they can review its features and sessions.

2:00 – 4:00 Reading, editing, and continuing to write the interim progress report

Discussion led by Deborah Loewenberg Ball

Notes: The council read and reviewed the interim progress report draft, and Chair Ball made notes throughout the document. Council members agreed to work on specific sections of the report, which will be reviewed over the next week before Thursday's meeting. The council agreed to submit the interim report next Friday, April 27.

Next meeting Thursday, April 26, 2012
1:00 – 4:00 p.m.
University of Michigan School of Education (610 E. University Avenue, Ann Arbor)

Appendix C: In-Meeting Consultations

Name	State/ Position	Date Consulted	Information Provided
Mark Atkinson	Founder and CEO of Teachscape	April 19, 2012	Mr. Atkinson explained and demonstrated Teachscape's online training portal for the Danielson Framework for Teaching (2011).
Sandy Austin	**State of Washington** Project director at the Center for Education Leadership, University of Washington College of Education	March 7, 2012	Ms. Austin contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Rick Catherman	**Michigan** Michigan Music Teacher Evaluation Committee chairperson, Chelsea High School director of bands, and National Board certified teacher	April 26, 2012	Mr. Catherman explained his findings regarding music teacher evaluations, and made recommendations for addressing non-tested subject evaluations.
Beth Carr	Director of District Partnerships, Learning Sciences International	March 20, 2012	Ms. Carr helped the council to learn more about the implementation, feasibility, and training of Robert Marzano's observation protocol.
Charlotte Danielson	Founder of the Danielson Group and creator of the Danielson Framework.	April 19, 2012	In an in-person visit, Ms. Danielson explained more details about training, cost, feasibility, reliability, and validity of the Danielson Framework.
Julie Everly	**Michigan** Assistant superintendent for elementary education, Monroe Public Schools	January 18, 2012	Julie Everly explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools.
Steve Fink	**State of Washington** Executive director at Center for Education Leadership, University of Washington College of Education	March 7, 2012	Mr. Fink contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.

Name	State/ Position	Date Consulted	Information Provided
Edie Holcomb	**State of Washington** Program facilitator at Washington's Teacher and & Principal Evaluation Pilot	March 7, 2012	Mr. Holcomb contributed to the presentation on the Five Dimensions framework, which was built in the University of Washington's College of Education.
Max Hunsicker	**Michigan** Senior director of coaching and learning, National Heritage Academies	March 1, 2012	Mr. Hunsicker shared information regarding National Heritage Academies' teacher evaluation system.
Jason Kennedy	**Michigan** Principal, Oakridge Public Schools	February 27, 2012	Mr. Kennedy discussed the evaluation system currently used by Oakridge Public Schools.
Tom Livezey	**Michigan** Superintendent, Oakridge Public Schools	February 27, 2012	Mr. Livezey discussed the evaluation system currently used by Oakridge Public Schools.
Dan McCaffrey	PNC Chair in Policy Analysis and senior statistician at RAND Corporation	February 21, 2012	Mr. McCaffrey guided the council through an introduction of Value Added Modeling and answered council members' questions.
Laurie McCullough	Chief Strategy Officer, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Ryan McLeod	**Michigan** Assistant superintendent for secondary education, Monroe Public Schools	January 18, 2012	Mr. McLeod explained and answered questions about the iPad walk-through tool now used in Monroe Public Schools
Michaela Miller	**State of Washington** Program manager, Washington's Teacher and & Principal Evaluation Pilot	April 2, 2012	Ms. Miller shared information regarding the training, cost, and feasibility of an evaluation tool pilot, like the one she is working with in Washington.

Name	State/ Position	Date Consulted	Information Provided
Brian Rowan	**Michigan** Burke A. Hinsdale Collegiate Professor, University of Michigan School of Education	Ongoing	Dr. Rowan has attended many council meetings as an on-going consultant. He has provided guidance around student growth modeling, calculating validity and reliability, assessment, and understanding large scale implementation of evaluation tools in schools and districts.
Lorrie Shepard	**Colorado** Dean & Distinguished Professor, School of Education, University of Colorado at Boulder	March 16, 2012	Dean Shepard met with council members via Skype to explain the educator evaluation reform process in Colorado. She discussed Colorado's timeline, resources, process, and lessons learned.
Ginny Vitello	Research and evaluation director, Teachstone	March 20, 2012	Ms. McCullough helped the council to learn more about the implementation, feasibility, and training of CLASS observation tool.
Suzanne Wilson	**Michigan** University Distinguished Professor, chair of the department of Teacher Education, and director of the College of Education's Center for the Scholarship of Teaching, Michigan State University	Ongoing	Dr. Wilson has attended many council meetings as an on-going consultant. She has provided invaluable information regarding observation tools, other states' experiences, and the large-scale implementation of evaluation systems in schools and districts. Dr. Wilson has also written memorandums that helped to organize and articulate the council's ideas and findings.

Appendix D: Out-of Meeting Consultations

Name	Position	Date Consulted	Information Provided
Katy Anthes	**Colorado** Executive director of educator effectiveness, Colorado Department of Education	March 26, 2012	Ms. Anthes provided information regarding Colorado's evaluation reform process. She answered questions regarding Colorado's pilot, cost, and lessons learned.
Amber Arellano	**Michigan** Executive director, The Education Trust Midwest	Ongoing	Ms. Arellano has provided ongoing support and guidance by conducting research, building understanding of other states' evaluation systems, and aiding in the navigation of political environments.
Drew Jacobs	**Michigan** Data and policy analyst The Education Trust Midwest	Ongoing	Mr. Jacobs has provided insight into the waiver process, evaluation tools, and other states' reform processes.
Sarah Lenhoff	**Michigan** Assistant director of policy and research, The Education Trust-Midwest	Ongoing	Ms. Lenhoff has helped the council understand more about pilots, evaluation tools (particularly student growth tools), and building capacity around evaluation systems.
Robert Murphy	**New Jersey** Principal, East Brunswick High School	March 2012	Mr. Murphy discussed the observation tool that New Jersey currently uses to assess teachers. He addressed the cost, feasibility, and feedback from teachers for the tool.
Julia Simmerer	**Ohio** Director, Office of Educator Effectiveness, Ohio Department of Education	April 4, 2012	Ms. Simmerer provided information regarding Ohio's observation tools, their training on these tools, and their pilot. She provided insight on the resources that Ohio needs in order for this process to be implemented effectively.

Name	State/ Position	Date Consulted	Information Provided
Matt Smith	**Colorado** Chair, Colorado State Council for Educator Effectiveness and Vice President, Engineering & IT Systems, United Launch Alliance	April 2012	Mr. Smith discussed how Colorado used information that the pilot program could aid the state, administrators, and teachers in understanding and adapting evaluation systems.

Appendix E: Research and Resources

Other States' Reports		
Document Title	Publishing Organization	Description of Document and Web Link
The State Council for Educator Effectiveness Report and Recommendations (2011)	Colorado's State Council for Educator Effectiveness	This report details the evaluation recommendations made by Colorado's State Council for Educator Effectiveness. Colorado Report
Teacher and Principal Evaluation Pilot Report to the Legislature (2011)	State of Washington's Office of the Superintendent of Public Instruction	This report to the Washington legislature details the teacher and educator evaluation reform process and pilot. Washington Report
The Rhode Island Model: Guide to Evaluating Building Administrators and Teachers (2011)	Rhode Island Board of Regents	This guide explains Rhode Island's teacher and administrator evaluation process. Rhode Island Report
RISE Evaluator and Teacher Handbook 1.0 (2011)	Indiana Department of Education, RISE Evaluation and Development System	This handbook details Indiana's teacher evaluation system. Indiana Report
Building a Breakthrough Framework for Educator Evaluation in the Commonwealth (2011)	Massachusetts Task Force on the Evaluation of Teachers and Administrators	This framework details the educator evaluation system in Massachusetts. Massachusetts Report
North Carolina Teacher Evaluation Process	Public Schools of North Carolina, State Board of Educations, Department of Public Instruction	This report explains North Carolina's teacher evaluation process. North Carolina Report
State Database of Teacher Evaluation Policies – Comprehensive Comparison	National Comprehensive Center for Teacher Quality	This document compares the evaluation systems of three states: Rhode Island, New York, and North Carolina. State Database Comparison

Michigan Department of Education Documents		
Document Title	Publishing Organization	Web Link
Professional Standards for Michigan Teachers	Michigan Department of Education	PSMT Report
Michigan's Teaching for Learning Framework	Michigan Department of Education	TFL Framework
Michigan's School Improvement Framework	Michigan Department of Education	SI Framework

Research Papers and Other Reports		
Document Title	Publishing Organization	Description of Document and Web Link
Gathering Feedback for Teaching (2012)	Bill and Melinda Gates Foundation, Measures of Effective Teaching (MET) Project	This report presents an in-depth discussion of the analytical methods and findings from the Measures of Effective Teaching (MET) project's analysis of classroom observations. Feedback for Teaching Brief
Measuring What Matters (2011)	Aaron M. Pallas, Phi Delta Kappan	This paper argues that all states should adopt a new system of program accountability guided by recommended principles. Measuring What Matters
Teacher Evaluation in Michigan (2012)	The Education Trust – Midwest	This report describes Michigan's teacher evaluation legislation and reform process. Teacher Evaluation in Michigan

Observation Tool Frameworks and Resources		
Document Title	Publishing Organization	Web Link
Charlotte Danielson's Framework for Teaching (2011)	The Danielson Group	FFT 2011 Revised
An Observation Protocol Based on "The Art and Science of Teaching" (2010)	Marzano Research Laboratory	Marzano Observation Protocol

Document Title	Publishing Organization	Web Link
CLASS Implementation Guide (2009)	Classroom Assessment Scoring System, Teachstone Inc.	Class Implementation Guide
UWCEL's 5 Dimensions of Teaching and Learning Instructional Framework (2010)	Center for Educational Leadership, University of Washington College of Education	5D Framework
Understand the Teacher Advancement Program	Teacher Advancement Program Foundation	TAP Overview
The Thoughtful Classroom Teacher Effectiveness Rubric: Administrator's Observation Guide	The Thoughtful Classroom	The Thoughtful Classroom Framework Guide
Rating a Teacher Observation Tool	The New Teacher Project	This power point specifies ways to ensure classroom observations are focused and rigorous. Rating a Teacher Observation Tool

Student Growth Model Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models (2005)	Henry I. Braun, ETS	This paper serves as a review of the opportunities and constraints of value-added models as applied to teacher evaluation. The author argues that value-added models are helpful in identifying teachers in need of professional development and low performing schools, but also includes cautions surrounding technical limitations. Using Student Progress to Evaluate Teachers
Passing Muster: Evaluating Teacher Evaluation Systems (2011)	Brown Center on Education Policy at Brookings	This article provides an overview for evaluating the technical characteristics of teacher evaluation systems and includes worked examples. Passing Muster

Document Title	Publishing Organization	Description of Document and Web Link
The Long-Tern Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood (2011)	Raj Chetty John N. Friedman Johan E. Rockoff	This report addresses the long-term impacts of teachers, and viewing those impacts through student outcome data. Long-Term Impacts of Teachers
Evaluating Teacher Evaluation: Popular Modes of Evaluating Teachers are Fraught with Inaccuracies and Inconsistencies, but the Field has Identified Better Approaches (2012)	Audrey Amrein-Beardsley Linda Darling-Hammond Edward Haertel and Jesse Rothstein Phi Delta Kappan	This article argues that many modes of evaluating teachers are not as reliable as their promoters claim, but other options are available. Evaluating Teacher Evaluation
The Colorado Growth Model: Using Norm- and Criterion- Referenced Growth Calculations to Ensure that All Students are Held to High Academic Standards (2011)	William J. Bonk, Ph.D., SchoolView.org Colorado Department of Education	This brief paper provides an overview of Colorado's student growth model. Colorado Growth Model
A Measured Approach	Daniel Koretz	This paper offers an accessible introduction to measurement issues related to teacher evaluation and value-added models. A Measured Approach
Getting Value Out of Value-Added: Report of a Workshop (2010)	Henry Braun, Naomi Chudowsky, and Judith Koenig The National Academies	This document summarizes the perspective of participants in a 2008 National Research Council workshop on value-added models. Report of A Workshop
Using Student Performance to Evaluate Teachers (2011)	Rand Education	This document summarizes the importance of incorporating multiple measures of teacher performance in an evaluation system. Student Performance to Evaluate Teachers

Non-Tested Subject Resources		
Document Title	Publishing Organization	Description of Document and Web Link
Measuring Student Achievement in Non-Tested Grades and Subjects: Approaches, Issues, and Options for DCPS (2011)	District of Columbia Public Schools	This report documents Washington, D.C.'s system of evaluating teachers with non-tested subjects and grades. DC Non-Tested Grades and Subjects
Measuring Growth for Non-Tested Subjects and Grades (2011)	Tennessee First to the Top	This report documents Tennessee's system of evaluating teachers with non-tested subjects and grades. Tennessee Non-Tested Grades and Subjects

Appendix F: Advisory Committee Members

Name	Position	Organization	Representing
Dan L. DeGrow, Chair	Superintendent	St. Clair County RESA	public school administrators
Amber M. Arellano	Executive Director	The Education Trust-Midwest	public school administrators
Ernst A. Bauer	Research, Evaluation and Assessment Consultant	Oakland Schools	public school administrators
William C. Chilman, IV	Superintendent	Beal City Public Schools	parents of public school pupils
Barbara F. Mays	Vice-Chair	Barton Elementary School Parent Organization	parents of public school pupils
Mary A. Kovari	Principal	Detroit Institute of Technology High School	public school administrators
Kirstin G. Queen	HR Manager	Ford Motor Credit Company	parents of public school pupils
John F. Haan	Elementary Teacher	Charlevoix Public Schools	public school teachers
Tonya Allen	Chief Operating Officer and Vice President	Program for The Skillman Foundation	parents of public school pupils
Ingrid J. Guerra-Lopez	Director	Wayne State University Institute for Learning and Performance Improvement	public school teachers
Krista L. Hunsanger	Teacher	Grand Ledge Public Schools	public school teachers
Colin Ripmaster	Principal	Mattawan High School	public school administrators
Richard S. Carsten	Superintendent	Ida Public Schools	public school administrators
Matthew T. Wandrie	Superintendent	Lapeer Community Schools	public schools administrators
Nathan R. Walker	Organizer	American Federation of Teachers Michigan	public school teachers
Tammy M. Wagner	Dickinson		parents of public school pupils

Appendix G: Advisory Committee Report

The Advisory Committee to the Governor's Council on Educator Effectiveness (GCEE) was established to provide input on the recommendations of the GCEE. In order to fulfill this role, the Advisory Committee convened to begin developing a foundational understanding of the five key components of the educator evaluation system upon which the GCEE will make recommendations to the legislature. Based on their work over the course of four meetings, the Advisory Committee submits the following summary to the GCEE:

General Comments

The Advisory Committee supports the GCEE in seeking additional time beyond April to assess potential tools given the high stakes for successful and sustainable implementation. This is in keeping with the work taking place in other states. In a similar project in the State of Colorado, for example, a two-year period was spent selecting a tool that is currently being piloted this year. Thought should be given to implementing a pilot project for each of the tools design for Michigan.

The Advisory Committee also supports development of a communications plan and feedback process as a critical first step to ensure stakeholder input is considered. This will increase the likelihood of support. We recommend that the communications plan includes the following information:

1. Clearly identifies the legal foundation and rationale for change as well as communicates the data upon which the necessity for the tool was determined;
2. Addresses a broad group of stakeholders to include teachers, administrators, students, parents and the community;
3. Communicates the importance of teacher quality in student learning. Research from the past few decades has demonstrated that teachers are the single most significant in-school predictor of student achievement. As such, it is critical that the evaluation process incorporates high expectations and contributes to teacher development.
4. Establishes a common language for key components of the tool;
5. Is constructed in such a way as to convey fidelity of the tool and the plan;
6. Identifies the Student Growth and Assessment tool as a pilot that will employ use of a formal feedback mechanism for effective year-to-year improvements; and
7. Includes a thoughtful roll-out plan that contains a thorough Question and Answer document.

I. Student Growth and Assessment Tool

Critical Factors and Suggested Elements of the Student Growth and Assessment Tool

We support a Student Growth Tool that:

1. Reflects elements of successful national models.
2. Creates a model that positively impacts school culture and educator behavior, encourages collaborative professional dialogue and serves as a catalyst for teacher professional growth and continuous improvement.
3. Defines state expectations for student growth that are applicable for all districts and charter schools in the state and may be used for some portion of the total student growth component.
4. Provides a clear measure of student growth to engender stakeholder understanding and trust.
5. Is comprehensive enough to address a variety of circumstances, yet simple enough to be clear and build understanding of what data means and how it impacts teacher behavior (performance) and results.
6. Is valid in multiple contexts within different types of classrooms, schools and districts, yet not diluted to the point at which it becomes minimally effective for all.
7. Incorporates elements of student growth applicable to individual teachers as well as collective accountability applicable across all teacher groups.

8. Accounts for classroom differences and addresses growth defined in a variety of contexts – core versus non-core, individual classroom versus building, etc.
9. Defines a clear target of expected growth as well as what constitutes above and below expectations.
10. Incorporates artifacts as valuable components of performance evaluation.
11. Includes multiple assessments that are age-appropriate and specific.
12. Is constructed to make intuitive sense to practitioners with clarity as to how the measures impact educator practice.
13. Includes ongoing evaluation with annual opportunities for stakeholder review and feedback.

Identified Challenges

1. The model must be tested. There is a concern for psychometric issues – reliability, validity, standard error, etc.
2. The model must be connected with the Teacher Evaluation and Administrator Evaluation tools.
3. The model should address concerns over data integrity.
4. The tool should support a culture of collaboration versus competition.
5. There is concern over lack of expertise in using data: developing assessments, understanding formative and summative assessment, and examining student work are significant challenges.
6. There are many outside factors that impact students (i.e. divorce, death in family, etc.) and classrooms (i.e absenteeism, mobility, etc.) that may not be accounted for in formulas.

II. Teacher Evaluation Tool

Critical Factors and Suggested Elements (TECF)

We support a Teacher Evaluation Tool that:

1. Serves as a pathway to highly effective teaching.
2. Emphasizes a culture of collaboration versus competition.
3. Represents nationally agreed upon dimensions of professional practice and utilizes a clear, common language.
4. Identifies target behaviors in a graduated approach that applies appropriately to first year teachers and to veterans.
5. Utilizes multiple indicators (observations, portfolios, artifacts, etc.) to identify progress.
6. Relies upon data collected throughout the school year rather than a moment in time.
7. Includes multiple student assessments – both formative and summative – at local, state and national levels.
8. Incorporates technology solutions to assist with data collection and management.
9. Considers Master Teachers as partners in the evaluation team.
10. Incorporates feedback from students and parents.

Identified Challenges (TEIC)

1. Development of a system that reflects fidelity for teachers of all disciplines.
2. Weighting of domains to reflect priority of components leading to teacher growth.
3. Common quality training for administrators and teachers to assure consistency among raters.
4. Determining a student growth model that aligns local and state value-added measures that are reliable and valid.
5. Designing inputs to reduce potential for subjectivity.
6. Time involved for administrators to complete evaluations.
7. Teacher support and understanding of components.

Appendix H: Advisory Committee Responses to MCEE Questions

Michigan Council for Educator Effectiveness
Response from the Advisory Council

The Advisory Committee to the Governor's Council on Educator Effectiveness (GCEE) offers the following in response to questions from the GCEE. Numbers listed after each statement refer to comments and suggestions shared in the Advisory Committee Summary of Components I and II.

1. What should be the design principles for an educator evaluation system?

Candidate design principles might include:

a) The system should be committed to and structured to support ongoing educator learning and development. [TECF 1, TECF 4]
b) Expectations should be clear and rigorous. [TECF 3]
c) The system should involve multiple measures. [TECF 5]

Response: There is a consensus that each of the above design principles should be included. The evaluation system will influence behaviors of evaluators as well as those being evaluated. While the common goal is a positive change in school culture and improvement in student learning, there is a risk of compromised student learning in the pursuit of high scores.

2. What should be the criteria for selecting observation processes and tools?

Candidate criteria might include:

a) The instruments should be aligned with relevant state and national standards for educators. [TECF 3]
b) The instruments should be used both for describing practice and supporting on-going educator learning/development. [TECF 1, TECF 4, TEIC 2]
c) The instruments should be accompanied with a rigorous and on-going training program for evaluators. [TEIC 3]
d) Independent research on the reliability and the validity of the instruments should be available. [TEIC 4]
e) The demands of the process should be feasible (in terms of personnel, time, and financial cost). [TECF 8, TEIC 6]

Response: There is a consensus that each of the criteria is acceptable.

3. *What other potential components of the educator evaluation system would you suggest?*

Among the components used in other states are the following:

a) Pre- and/or post-observation conferences [TECF 5]
b) Summative evaluation conferences
c) Teacher self-assessments and reflections
d) Educator growth plans
e) Locally developed assessments of student learning [TEIC 4]
f) Structured review of student work
g) Teacher artifacts using portfolio or evidence binder processes [TECF 5]
h) Feedback from students, parents, and/or other teachers using structured survey tools [TECF 10]

Response: All of these are potentially valuable components. Caution should be exercised when determining how many elements are involved in the default model. Some may be better left to local

decisions as districts adapt the state model to their own system. In addition, a glossary of terms should be included as critical to development of a common understanding of the targets.

4. What lessons have districts and schools learned about instituting fair and feasible educator evaluator systems that we should be cognizant of?

Response: Based on the collective input of the Advisory Committee, we submit the following insights from local schools:

a) Too rigid a document or a top-down approach will not change culture. Local buy in is required. The value-added model should not be divisive and counter-productive to improving collaborative practices.
b) The tools must allow some local flexibility to fit local needs.
    - The system must be fair and flexible - tight on core components and loose on optional components.
    - Local teachers must have some control over the growth goals they select.
c) Multiple measures of effectiveness are important, including:
    - reliable and valid student achievement data;
    - portfolios that provide examples of student learning; and
    - teacher self-evaluation components.
d) It would be helpful to make distinctions in teaching effectiveness. Some teachers are better at teaching high-needs or at risk students. Achievement in this population may not increase at the same level as other students and teachers who are making a difference with high-needs populations should not be penalized for slower growth rates.
e) Quality protocols for training evaluators are critical. We would like to see MDE provide training.
f) The time involved in conducting evaluations is a concern. We would like to see a system where other non-principal evaluators, including Master Teachers, can contribute.
g) The student growth model component is emerging as the most problematic. A concrete example must be provided that addresses the following considerations:
    - Nationally-normed tests, by definition are insensitive to instruction.
    - Local teachers should have input into student growth and assessment criteria.

Appendix I: Michigan Department of Education Framework for Learning

Foundations

1. Classroom Management: Create an environment for learning; set expectations, establish routines, embed technology in instruction, motivate students, and form supportive personal relationships with students in order to maximize instruction.

2. Educator Responsibilities: Sustain a deep understanding of both content and pedagogy; continually seek professional growth and development; use technology to enhance teaching and learning; collaborate through professional learning communities to enhance planning, instruction, and pedagogical knowledge; reflect on professional practice.

3. Essential Teacher Beliefs: Maintain firm attitudes concerning equity and anti-racism; set high expectations for all students; uphold the principle that all students can grow their intelligence; foster student motivation and improve student attitudes; display urgency and relentlessness with regards to student growth; take ownership of outcomes.

4. *Initial and On-Going Instructional Planning*: Conduct backward planning to create rigorous lesson, unit, and long-term plans; use standards and objectives to ground plans; embed technology in instruction.

5. *Investing Families and the Community*: Collaborate with the community to support students; build an open line of two-way communication between parents and teachers; communicate with students' families when making decisions; work with parents to create a healthy learning environment at home; establish a volunteer program through which parents can become involved in classrooms and schools.

Strategies for Instruction

1. *Activation and Extension of Knowledge*: Use technology to activate and extend knowledge; enhance students' ability to make connections and deepen knowledge; provide mnemonic devices to help students remember and think about content; enable students to understand the relevance of content.

2. *Differentiation*: Assess students' academic strengths and areas for growth; recognize students' multiple intelligences; tailor lessons to meet the needs of diverse learners; use technology to comply with students' learning preferences.

3. *Engagement and Motivation of All Learners*: Plan lessons that are culturally relevant for students; reinforce effort and positive behavior with recognition and praise; tap in to student interest and expertise.

4. *Flexible Grouping*: Create cooperative groups that are flexible and fluid; provide students the opportunity to work in both heterogeneous and homogenous groups; vary teaching methods between individual and whole group instruction.

5. *Multiple Opportunities for Practice, Mastery, and Assessment*: Provide students with academic choice; use both alternative and authentic assessments; incorporate technology into the testing process; evaluate students using both formative and summative assessments; give students the opportunity to practice skills and deepen knowledge through meaningful homework assignments.

6. *Scaffolding*: Confer with students; Use graduated questioning to support and challenge students in their learning; space learning over time; use direct instruction.

7. *Stimulation of Critical Thinking and Problem Solving*: Engage students in critical discussion surrounding content; allow students to generate and test hypotheses; lead students to practice and enhance higher order thinking skills; encourage students to consider their own learning; enable students to summarize content and compare and contrast ideas.

Using Data

1. *Instructional Decision-Making*: Use data to identify instructional needs, match instructional strategies to identified needs, monitor student progress, and set goals; provide feedback to students upon identification of strengths and weaknesses; track student data with technology.

2. *Using Multiple Data Sources*: Use formal assessment data, informal assessment data, and non-assessment data to drive instructional decision-making.

Appendix J: Michigan Department of Education School Improvement Framework

Strand I: Teaching and Learning
Standard 1: Curriculum
- Curriculum is aligned to standards, reviewed, and monitored
- Curriculum is communicated to teachers and parents

Standard 2: *Instruction*
- Instruction is planned, aligned with curriculum and student needs
- Instruction is delivered effectively

Standard 3: Assessment
- Assessments are aligned to curriculum and instruction
- Assessment data is reported and used to tailor instruction

Strand II: Leadership
Standard 1: *Instructional Leadership*
- An educational program is in place
- Teachers are provided instructional support

Standard 2. *Shared Leadership*
- School maintains a culture and a climate that are conducive to student learning and growth.
- Shared leadership supports continuous improvement

Standard 3. Operational and Resource Management
- Resources are allocated appropriately
- Operations are managed

Strand III: Personal and Professional Learning
Standard 1. *Personal Qualifications*
- School leaders, teachers, and staff are knowledgeable, skillful, and professional
- Educators meet state, district, and school requirements

Standard 2. *Professional Learning*
- Educators collaborate to increase professional learning
- Educators participate in professional development to increase content and pedagogical knowledge
- Professional development is aligned with curricula

Strand IV: School and Community Relations
Standard 1. *Parent/Family Involvement*
- School effectively communicates with parents and families
- Engages parents and families in student learning and school activities

Standard 2. *Community Involvement*
- School effectively communicates with community members
- Involves community members in student and school activities

Strand V: Data and Information Management
Standard 1. *Data Management*
- Data is generated, identified, and collected
- School makes data accessible to teachers, parents, and students
- Data is used to support teachers and students

Standard 2. *Information Management*
- School analyzes and interprets school information
- School applies information

Appendix K: Professional Standards for Michigan Teachers

Standard #1: Subject Matter Knowledge-Base In General and Liberal Education: An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts.

Standard #2: Instructional Design and Assessment: Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles).

Standard #3: Curricular and Pedagogical Content Knowledge Aligned with State Resources: Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools.

Standard #4: Effective Learning Environments: Management and monitoring of time, relationships, students, and classrooms to enhance learning.

Standard #5: Responsibilities and Relationships to the School, Classroom, and Student: Systematic reflection to organize and improve teaching and develop effective relationships.

Standard #6: Responsibilities and Relationships to the Greater Community
Participation in professional, local, state, national, and global learning communities.

Standard #7: Technology Operation and Concepts: Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication.

Appendix L: Michigan Assessment Timeline

Type	Level	Subject	Grades		2011-12		2012-13		2013-14		2014-15		2015-16	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AA-AAS	Elementary & Middle School	ELA	3-8	3-8	MI-A[1]	-	MI-A	-	MI-A	-	MI-A	DLM[2]	-	DLM
		Math	3-8	3-8	MI-A	-	MI-A	-	MI-A	-	MI-A	DLM	-	DLM
		Science	5 & 8	4 & 7	MI-A	-	MI-A	-	MI-A	-	MI-A	MI-A	-	MI-A
		SocStud	6 & 9	5 & 8	-	-	-	-	MI-A	-	MI-A	MI-A	-	MI-A
	High School	ELA	-	11	-	MI-A	-	MI-A	-	MI-A	-	DLM	-	DLM
		Math	-	11	-	MI-A	-	MI-A	-	MI-A	-	DLM	-	DLM
		Science	-	11	-	MI-A	-	MI-A	-	MI-A	-	MI-A	-	MI-A
		SocStud	-	11	-	-	-	-	-	?	-	MI-A	-	MI-A
AA-MAS	Elementary & Middle School	Reading	3-8	3-8	ME-A[3]	-	ME-A	-	ME-A	-	ME-A	-	-	-
		Math	3-8	3-8	ME-A	-	ME-A	-	ME-A	-	ME-A	-	-	-
		Writing	3-8	3-8	ME-A	-	ME-A	-	ME-A	-	ME-A	-	-	-
General Summative	Elementary & Middle School	Math	3-8	3-8	MEAP[4]	-	MEAP	-	MEAP	-	MEAP	SBAC[5]	-	SBAC
		Reading	3-8	3-8	MEAP	-	MEAP	-	MEAP	-	MEAP	SBAC	-	SBAC
		Writing	4 & 7	3-8	MEAP	-	MEAP	-	MEAP	-	MEAP	SBAC	-	SBAC
		Science	5 & 8	4 & 7	MEAP	-	MEAP	-	MEAP	-	MEAP	MEAP	-	MEAP
		SocStud	6 & 9	5 & 8	MEAP	-	MEAP	-	MEAP	-	MEAP	MEAP	-	MEAP
	High School	Math	-	11	-	MME[6]	-	MME	-	MME	-	SBAC[7]	-	SBAC
		Reading	-	11	-	MME	-	MME	-	MME	-	SBAC	-	SBAC
		Writing	-	11	-	MME	-	MME	-	MME	-	SBAC	-	SBAC
		Science	-	11	-	MME	-	MME	-	MME	-	MME	-	MME
		SocStud	-	11	-	MME	-	MME	-	MME	-	MME	-	MME
Interim Benchmark Assessments	Elementary & Middle School	Math	K-2		-	-	-	-	-	-	IB-GL[8]		IB-GL	
		Reading	K-2		-	-	-	-	-	-	IB-GL		IB-GL	
		Writing	K-2		-	-	-	-	-	-	IB-GL		IB-GL	
		Science	3-8		-	-	-	-	-	-	IB-GL		IB-GL	
	High School	English	9-12		-	-	-	-	-	-	?		IB-CC[9]	
		Math	9-12		-	-	-	-	-	-	?		IB-CC	
		Science	9-12		-	-	-	-	-	-	?		IB-CC	
		SocStud	9-12		-	-	-	-	-	-	?		IB-CC	
Model Assessments	Elementary & Middle School	Science	K-2		-	-	-	-	-	-	M-GL[10]		M-GL	
		SocStud	K-8		-	-	-	-	-	-	M-GL		M-GL	
		Other	K-8		-	-	-	-	-	-	M-GL		M-GL	
	High School	Other	9-12		-	-	-	-	-	-	M-CC[11]		M-CC	

1. MI-Access (Michigan's Alternate Assessment based on Alternate Achievement Standards).
2. Dynamic Learning Maps. A consortium developing an alternate assessment to replace MI-Access in ELA and mathematics.
3. MEAP-Access (Michigan's Alternate Assessment based on Modified Achievement Standards). Ceases upon adoption of SBAC.
4. Michigan Educational Assessment Program (Michigan's general assessment for elementary and middle school).
5. Smarter/Balanced Assessment Consortium. A consortium developing assessments to replace MEAP in reading, writing, and mathematics.
6. Michigan Merit Examination (Michigan's general assessment for high school).
7. SBAC assessments in high school can optionally be taken by 9th and 10th graders.
8. Interim benchmark grade level assessments.
9. Interim benchmark course content assessments.
10. Model grade level assessments.
11. Model course content assessments.

Appendix M: Evaluation System Pilot Proposed Budget

Staff costs	$	460,693
ACT Explore/Plan costs		1,307,700
CAT costs		582,650
Observation costs		2,805,900
VAM Analysis, $50,000/test for MEAP, MME, MIA, EPA, and CAT		250,000
Rostering/Data Hosting ($3/student)		225,000
External vendor to assist districts in incorporating existing common assessment non-tested grades & subjects:		250,000
Evaluation Write up		200,000
Analysis of Combined Metrics		100,000
Analysis of Observation Metrics		100,000
Observation tool Cost		100,975
Total Pilot Costs	**$**	**6,382,918**
ACT/Explore/Plan costs already incurred	$	(328,500)
Net Pilot Costs	**$**	**6,054,418**

Attachment 10.C

From: Flanagan, Mike (MDE)
Sent: Monday, June 18, 2012 10:25 AM
To: (MDE-ISD-Superintendents@listserv.michigan.gov); (MDE-LEA-SUPERINTENDENTS@LISTSERV.MICHIGAN.GOV); Principals (MDE-LEA-Principals@listserv.michigan.gov); (MDE-PSA-DIRECTORS@LISTSERV.MICHIGAN.GOV)
Cc: Barbara Markle; Bill Miller; Brad Biladeau; Brian Broderick; Dan Quisenberry; David Hecker; David Martell; David Randels; Edward Blews, Jr.; Flanagan, Mike (MDE); Gerald Peregord; Gretchen Dziasdosz; Jamey Fitzpatrick; Kathy Hayes; Michael Boulus; Michael Hansen; Ray Telman; Sandra York; Steven Cook; Wendy Zdeb-Roper; William Mayes
Subject: TIME SENSITIVE request for help for the Michigan Council for Educator Effectiveness
Importance: High

Friends,

I have been asked to forward the request below, and the attached application, from Deborah Loewenberg Ball (Dean at U of M), Chair of the Michigan Council for Educator Effectiveness. I fully support the work of the Council and encourage you to consider becoming a pilot district for its work. This will be an important component in moving Michigan schools forward and ensuring we have the highest quality teachers and evaluation instruments in our schools. m

Mike Flanagan
State Superintendent of Public Instruction
Michigan Department of Education
Follow me on Twitter: www.twitter.com/SuptFlanagan

Supporting achievement for EVERY student through a Proficiency-Based system of education.

Educator Effectiveness (MCEE) is requesting applications from districts interested in participating in the pilot study of educator evaluation in 2012-13. The attached document provides an explanation of the pilot study and outlines the benefits to districts that participate as well as the requirements that will be involved. Applications are due by Friday, June 29, 2012.

The members of the MCEE unanimously support this pilot and we hope that you will consider applying to be selected to participate next year. This is very important work on behalf of the state of Michigan, and will help to ensure that the MCEE makes the best possible recommendations. It is also an opportunity to learn about several key elements of educator evaluation, from issues involved in observation of instruction to ways to calculate students' growth fairly and accurately.

If you have any questions, please contact Cori Mehan (cfmehan@umich.edu or 901.488.4548), project manager for the MCEE.

Thank you for considering applying to this important initiative.

Sincerely,

Deborah Loewenberg Ball
Chair, Michigan Council for Educator Effectiveness (MCEE)

Michigan Council for Educator Effectiveness

Request for Applications for Participation in the Michigan Council for Educator Effectiveness (MCEE)

Pilot Study of Educator Effectiveness Tools

The **Michigan Council for Educator Effectiveness (MCEE)** seeks applications from Michigan school districts to participate in a pilot study of approaches to educator evaluation during the 2012–13 school year.

Pending appropriations from the Michigan legislature to fund the pilot, the MCEE will select approximately 12 districts to participate in the pilot. Districts may apply to participate in the pilot regardless of the degree of development and implementation of their own educator evaluation systems. Participating districts may choose to apply to participate at the elementary, middle, or secondary school levels, or at all levels; however, preference will be given to districts that apply to participate at all levels. MCEE will make its selection of districts based on geographic location, demographics, and size in order to make the study as representative as possible of Michigan school systems.

The pilot study will be structured as a set of activities and research projects managed and executed by an external university-based research partner under the direction of the MCEE. Districts in the pilot will be expected to cooperate with the external organization to assure the quality of the pilot study. This will include the submission of administrator, teacher, and student data, as well as teacher and school administrator surveys, videos, and interviews. All submitted data will be treated with complete confidentiality in accordance with standards of all applicable institutional review boards. The results of this pilot study will inform the final recommendations of the MCEE regarding a statewide educator evaluation system. An application form is attached.

Benefits of and Requirements for Participation in the Pilot

Classroom Observations

- Training will be provided for school administrators and other school professionals on one of the classroom observation frameworks selected by MCEE for the pilot (e.g., Framework for Teaching; Marzano Observational Protocol; 5 Dimensions of Teaching and Learning; Thoughtful Classroom; TAP).
- Trained external observers will carry out observations simultaneously with school administrators and other school professionals.
- Participants will conduct classroom observations as required by the framework being piloted, including number, type, and length of observations and pre- and post-observation conferencing.

Assessments

- Pretesting of all students will take place in September 2012.
- Training of proctors as needed for ACT test administration will be provided.
- Pre- and post-administration of the ACT suite of college-readiness indicator tests will be provided, including:
  - EXPLORE (for grades 7–9)
  - PLAN (for grade 10)
  - ACT (for grades 11 and 12)
- Pre- midyear- and post-administration of a computer adaptive test (CAT) in at least reading and mathematics in grades K–6 will be provided.
- Sufficient access to computers is a requirement for participation.

Growth/Value Added Measures

The following growth/value added measures will be calculated by the independent organization and provided to districts:

- Individual student growth measures based on the EXPLORE/PLAN/ACT results.
- Individual student growth measures based on the CAT results.
- Value Added Modeling (VAM), tying student growth data to individual teachers run on the MEAP, MME, MI-Access, EXPLORE/PLAN/ACT, and the CATs.

Scoring of Educator Effectiveness

Participating districts will be required to determine ratings for teachers, based on data collected in the pilot.

Assessing Student Growth in a Non-Core Subject

Participating districts will be asked to develop a student growth tool in at least one non-core subject, such as music, physical education, or the arts, in at least one grade level as part of the pilot study.

Administrator Evaluation

Participating districts will also take part in the pilot of the administrator evaluation tool during the winter and spring of 2013.

Michigan Council for Educator Effectiveness • ph: 901.488.4548 • fax: 734.764.3473 • cfmehan@umich.edu
610 East University Avenue, Suite 1110 • Ann Arbor, MI 48109-1259

Attachment 10.C

MCEE Michigan Council for **Educator Effectiveness**

Application for Participation in the Michigan Council for Educator Effectiveness (MCEE) **Pilot Study of Educator Effectiveness Tools**

District name: _____ District code: _____

Your name: _____ Phone: _____ Email: _____

Number of school buildings by grade configuration:

Elementary	Middle/Junior High	High School

Number of teachers by grade level:

K	1	2	3	4	5	6–8	9–12

Number of students in each grade level:

K	1	2	3	4	5	6	7	8	9	10	11	12

Describe what is currently in place for educator evaluations in your district:
Please include copies of your current observation tool and administrator evaluation system as attachments when you submit this form.

Describe the people who are currently responsible for educator evaluations in your district. Include the number per building and their roles (e.g., superintendent, principal, assistant principal, lead teacher, etc.):

List the current student achievement assessments currently in use in your district:

Explain how growth is currently incorporated into educator evaluations and the measures that are used:

Save this document, then send completed form and required attachments to **Cori Mehan**, MCEE project manager, **cfmehan@umich.edu**.

Deadline: June 29, 2012

Michigan Council for Educator Effectiveness • ph: 901.488.4548 • fax: 734.764.3473 • cfmehan@umich.edu
610 East University Avenue, Suite 1110 • Ann Arbor, MI 48109-1259

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
Special Education Actual Cost	SE-4096	MCL 388.1651	**DONE**	In an effort to avoid duplication, this will be an electronic submission in FID for school year 2011-2012.
Special Ed. Transportation Expenditures	SE-4094	MCL 388.1658	**DONE**	In an effort to avoid duplication, this was moved to FID in 2007.
3WIN - Special Education Child Count Collection	3WIN		**DONE**	In an effort to avoid duplication, the Fall 2011 Count Day was changed in the School Aid Act to consolidate the collection of data.
Supplemental Nutrition Eligibility (Direct Certification)		MCL 388.1631a	**DONE**	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.
Supplemental Nutrition Eligibility		MCL 388.1631a	**DONE**	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.
At-Risk Pupil Free and Reduced Meals Count	FS-4731-C	MCL 380.1631a	**DONE**	In an effort to avoid duplication, this report was consolidated into the Fall Count Day data collection.
State Report for information of Suspended/Expelled Handicapped Pupils			**DONE**	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
Early Roster: New students and Building Change Assignments - ONLY. Certified by August 31, 2011			**DONE**	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.
NEW for 2011-2012 **Completion of the School Data Profile/Analysis** is required on SOP/A the Advanc-ED website. Submittal Allowed Date: April 1, 2010, Due Date: September 1, 2011.	SOP/A		**DONE**	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.
Student Record Maintenance: Summer Graduates prior to August 31and Exit Status changes for Cohort class of 2011 for GAD - AS OF DATE PRIOR TO 9/1/11. Certified by September 28, 2011.	SRM		**DONE**	Reporting is OPTIONAL and has been consolidated into the Fall data collection.
Final Performance Report for ARRA Education: Due October 30, 2011			**DONE**	It will continue for an additional year after ARRA funding runs out.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
The Final Performance Report for 2010-2011: 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.			**DONE**	This is a final report that is not required after the October 2011 reporting date.
Basic Instructional Materials		388.1766c	**DONE**	This section was repealed by 2011 PA 62, effective 10/1/11.
Biennial Report to the Legislature on alternate methods of distributing GSRP funds.		388.164	**DONE**	Eliminated in the FY 2012 School Aid Act.
Great Parents, Great Start - 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.		MCL 388.1632j(5)(c)	**DONE**	Reporting requirement was eliminated as part of the School Aid Act. This TANF report is now filed by DHS.
Readiness Assistance Report - Legislative report on review of Great Start Readiness Program funding distribution. Due biennially.		MCL 388.1640	**DONE**	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.
Dashboard - Best Practices		PA 62 of 2011 - Section 22f	**DONE - Best Practices**	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
Service Consolidation Plan		388.1611d - portion	**DONE - Best Practices**	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.
Student Record Maintenance for Enrollees and Exited students to update for Assessment Information- Students pulled from 2/9/11to 3/31/11ONLY. Certified by March 31, 2011.	SRM		**DONE (LATER)**	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.
Section 1512 reporting is specific to ARRA Districts use the Michigan Electronic Grants System (MEGS) to complete the report programs and Education Jobs Funds. **Due Dates**: April 5, 2011. July 5, 2011, October 5, 2011.	Quarterly Section 1512 Reporting		**DONE (LATER)**	It will continue for an additional year after ARRA funding runs out. This is used to track Education jobs and SIG.
School Improvement: Requires all schools to submit school improvement plans.			**DONE: Currently working on consolidating the information and streamlining the process.**	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.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
MSDS General Collection	MSDS	MCL 388.1607	**DONE - Currently working to address this.**	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.
CEPI - Early Childhood	MSDS	MCL 388.1632d	**LATER**	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.
Early Childhood Collection: Count Day is February 9, 2011 and Certified by February 23, 2011.	ECHO		**LATER**	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.
District Process Rubrics or District SAR 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		**LATER - MDE is currently working on streamlining this.**	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.
SPR 40/90 or SA: Report Opens: December 13, 2010 and Report Due: March 11, 2011.			**LATER - MDE is currently working on streamlining this.**	MDE is currently working on this. This is a self report that is part of the ED Yes!
Voc-Ed Report	VE-4044		**DONE**	This was a federal grant reporting requirement that has been merged with another form.

Burdensome Law or Reports	Form ID	Statute/Rule	ACTION	MDE Comments
Bus Route Certification	DS-4159		**DONE**	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.
CTE Course Offerings	4001-C		**DONE**	This was a report used for the State School Aid Act reporting, but it has been eliminated.
Advanced Certificate Renewal	TE-4920		**DONE**	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).

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Interim Federal Expenditure: Early On			**RESOLUTION TO CONGRESS**	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.
Certification of Constitutionally Protected Prayer		NCLB, Section 9525	**RESOLUTION TO CONGRESS**	This information isn't collected anywhere else.
Local Education Agency Planning Cycle Application: Planning Component of the Consolidated Application completed on the Advanc-ED website. Due Date for July 1, 2011 Obligation Date: TBD	LEAPCA		**RESOLUTION TO CONGRESS**	This is federally required in ESEA and contains information necessary to approve the use of funds for programs and services.
The Annual Education Report: 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		**RESOLUTION TO CONGRESS**	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 tot he 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.
State Schools for the Deaf and Blind as Public Schools Act		MCL 393.21, 393.51, 393.61	**STATE LEGISLATION - AMEND**	Update archaic language.
Michigan School for the Blind Act		1893 PA 123 - MCL 393.101 – 393.111	**STATE LEGISLATION - AMEND**	Update archaic language. If amended, repeal MSD Act.
Michigan School for the Deaf Act		1893 PA 116 - MCL 393.15 – 393.69	**STATE LEGISLATION - AMEND**	Update archaic language. If amended, repeal MSB Act.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
School for the Blind - State Board of Education Act		MCL 388.1008b	**STATE LEGISLATION - AMEND**	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.”
Schools for the Deaf and Schools for the Blind - State Board of Education Act		MCL 388.1010(a)	**STATE LEGISLATION - AMEND**	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
Right to enroll in Kindergarten in the second semester if a district has semiannual promotions.		MCL 380.1147(2)	**STATE LEGISLATION - AMEND**	**Delete this sentence:** 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. **Rationale:** 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.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
ECIC report on Great Start Collaborative Grants.		MCL 388.1632b(4)	**STATE LEGISLATION - AMEND**	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.
Conviction Report of Teachers - Legislative report on actions affecting a person's teaching certificate during the preceding quarter. Due quarterly.		MCL 380.1535a(12)	**STATE LEGISLATION - AMEND**	Amend language to require this report **annually** instead of quarterly.
Conviction Report of Administrators - Legislative report on actions taken affecting a person's state board approval during the preceding quarter. Due quarterly.		MCL 380.1539b(12) -	**STATE LEGISLATION - AMEND**	Amend language to combine this report with the teacher conviction report and require **annually** instead of quarterly.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
ISD Maps		MCL 380.626	**STATE LEGISLATION - AMEND**	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	**STATE LEGISLATION - ELIMINATE AND RESCIND RULE**	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)	**STATE LEGISLATION-AMEND**	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	**STATE LEGISLATION-AMEND OR RESCIND RULES**	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
Calendar/Clock Hour Monitoring to each Supterintedent	DS-4168 B	MCL 388.1701(6)	**STATE LEGISLATION-ELIMINATE REPORT**	School Aid Act currently requires reports of planned and actual hours. MDE is seeking elimination of **planned hours** report. MDE is working with CEPI on the electronic reporting of actual hours to streamline the process.
Special Education Scholarships Act		1966 PA 156, MCL 388.1051 – 388.1055	**STATE LEGISLATION-REPEAL ACT**	Obsolete. No longer funded. Provided state scholarships for students in the field of special education.
School Aid Act - Specific Years		1964 PA 230 - MCL 388.671 – 388.674	**STATE LEGISLATION-REPEAL ACT**	Obsolete. School Aid for school years 1961-62, 1962-63 and 1963-64.
Federal Funds for Educational Television Act		1966 PA 153 - MCL 388.1041 – 388.1045	**STATE LEGISLATION-REPEAL ACT**	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.
Emergency Financial Assistance for Certain School Districts Act		1966 PA 153 - MCL 388.1041 – 388.1045	**STATE LEGISLATION-REPEAL ACT**	Obsolete. Expired June 30, 1994. Provided for emergency financial assistance for certain school districts.
Teaching Civics and Political Science Act		1931 PA 205 - MCL 388.371 – 388.372	**STATE LEGISLATION-REPEAL ACT**	Outdated. New graduation requirements under 380.1278a and 380.1278b and civics requirement under 380.1166. Requires teaching of civics and political science.
Education for the Gifted and/or Academically Talented Act		1974 PA 299 - MCL 388.1091 – 388.1094	**STATE LEGISLATION-REPEAL ACT**	Obsolete. Commission completed recommendations December 1975. Created state advisory commission for the gifted and/or academically talented.
Federal and State Aid to Vocational Education		1919 PA 149 MCL 395.1-395.10	**STATE LEGISLATION-REPEAL ACT**	Obsolete
Vocational Education; Transfer of Powers and Duties		1964 PA 28 MCL 395.21	**STATE LEGISLATION-REPEAL ACT**	Obsolete

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Federal Funds for Vocational Education		1964 PA 44 MCL 395.31 – 395.34	**STATE LEGISLATION-ELIMINATE**	Obsolete
Federal Funds for Vocational Education		1966 PA 59 MCL 395-41-395.42	**STATE LEGISLATION-REPEAL ACT**	Obsolete
Federal Funds for Vocational Education		1966 PA 198 MCL 395.71-395.73	**STATE LEGISLATION-REPEAL ACT**	Obsolete
Demonstration Educational and Work Experience Programs Act		1964 PA 238 - MCL 395.171 – 395.175	**STATE LEGISLATION-REPEAL ACT**	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.
Strict Discipline Academy Report - Legislative report that evaluates strict district academies. Due annually.		MCL 380.1311c	**STATE LEGISLATION-ELIMINATE**	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.
ISD Report on Consolidation of Services		MCL 380.761	**STATE LEGISLATION-ELIMINATE**	This was a one-time report that was completed and submitted to the Legislature.
Labor Day Restrictions for School Year Start.		MCL 380.1284b	**STATE LEGISLATION-ELIMINATE**	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.
Report on School Safety		MCL 380.1310a	**STATE LEGISLATION-ELIMINATE**	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
Report on Delinquent Audits		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.
Out-of-state travel - 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.
Pupil Membership Fraud - 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.
Cyber Schools/Seat-Time Waiver Report - 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.
Federal Grant Revenue Report - 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
Settlement or Consent Judgment Report - Legislative Report on final judgments and settlements against MDE. Due December 1.		MCL 18.1396(3)	**STATE LEGISLATION-ELIMINATE**	This report is duplicative and already included in the year-end closing schedule.
Indirect Cost Rate Report - Legislative report on indirect cost rate and percentage to MDE.		MCL 18.1460(1)	**STATE LEGISLATION-ELIMINATE**	There is no due date and the information changes frequently and would require constant updating.
Audit Recommendation Plan - Legislative report on Department's plan to comply with audit recommendations. Due within 60 days after final audit is released.		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
Biennial Internal Control Evaluation (BICE) - Legislative report on the evaluation of the internal accounting and administrative control system. Due biennially.		MCL 18.1485(4)	**STATE LEGISLATION-ELIMINATE**	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 it's 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.
School Improvement Plan Review Report - Legislative report on the review of a random sampling of school improvement plans. Due annually.		MCL 380.1277(4)	**STATE LEGISLATION-ELIMINATE**	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.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Accreditation Report - Legislative report on the evaluation of the school accreditation system and the status of schools. Due annually.		MCL 380.1280(14)	**STATE LEGISLATION-ELIMINATE**	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.
State Board Report - 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.		MCL 388.1011	**STATE LEGISLATION-ELIMINATE**	Duplicative of boilerplate.
Federal Funds for Education - 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.		MCL 388.1033	**STATE LEGISLATION-ELIMINATE**	Duplicative of boilerplate.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Online Financial Data - 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.		MCL 388.1618(5)	**STATE LEGISLATION-ELIMINATE**	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.
Community Based Collaborative Prevention - Legislative report of outcomes achieved by the providers of the community-based collaborative prevention services. Due January 30.		MCL 388.1632c(4)	**STATE LEGISLATION-ELIMINATE**	The line item has been eliminated from the budget.
Cost Study Report - 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.		MCL 388.1701(12)	**STATE LEGISLATION-ELIMINATE**	This is a one time report and should be eliminated. The potential for Adair funding implications should be noted.
Michigan Merit Exam - 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).		MCL 388.1704b(10) - MCL 380.1279g(10)	**STATE LEGISLATION-ELIMINATE**	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.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Annual Report of the State Librarian - This is an annual report to the Governor and Legislature regarding library operations and on the progress made in automating those operations.		MCL 397.21	**STATE LEGISLATION-ELIMINATE**	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.
State Assessment to High School Pupils		MCL 380.1279	**STATE LEGISLATION-ELIMINATE**	Obsolete. Replaced by the Michigan Merit Exam under 380.1704b and 380.1279g. Similar language was repealed by 2009 PA 121.
Personality Tests		MCL 380.1172 - R 340.1101 - R 340.1107	**STATE LEGISLATION-ELIMINATE AND RESCIND RULES**	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.
Conviction Comparison Report - Until July 1, 2008, the Department shall report a comparison of the list of registered educational personnel with conviction information from the State Police.		MCL 380.1539b(15) - MCL 380.1230d(7) - MCL 380.1535a(15)	**STATE LEGISLATION-ELIMINATE EXPIRED REPORTING PROVISION**	Reporting responsibility ended July 1, 2008. No longer required. Eliminate expired reporting provision.

Burdensome Law or Report	Form ID	Statute/Rule	ACTION	Rationale for Action
Education of Pregnant Students		R 340.1121 - R340.1124	**STATE LEGISLATION-AMEND AND RESCIND RULES**	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.

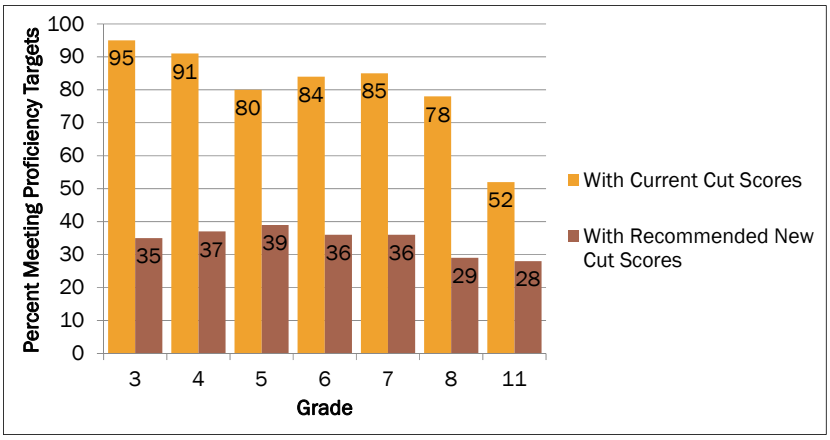

Figure 1. Impact of new cut scores on statewide percents proficient in mathematics.

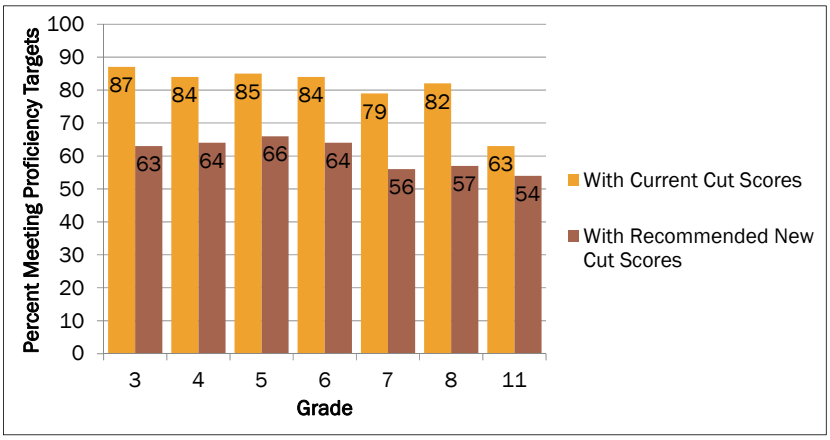

Figure 2. Impact of new cut scores on statewide percents proficient in reading.

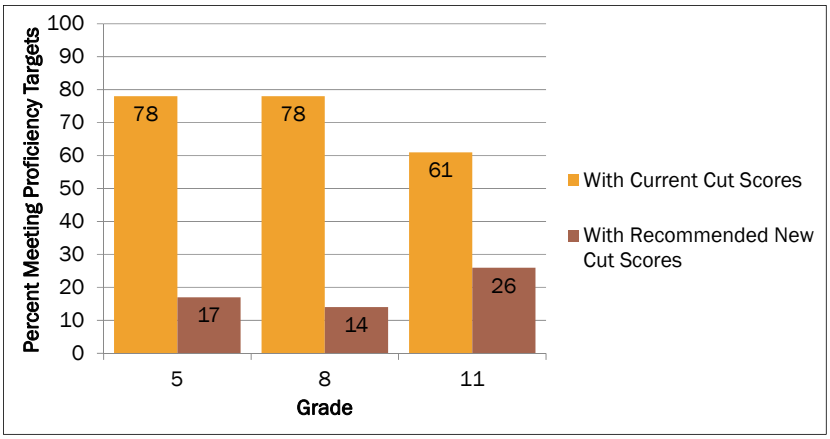

Figure 3. Impact of new cut scores on statewide percents proficient in science.

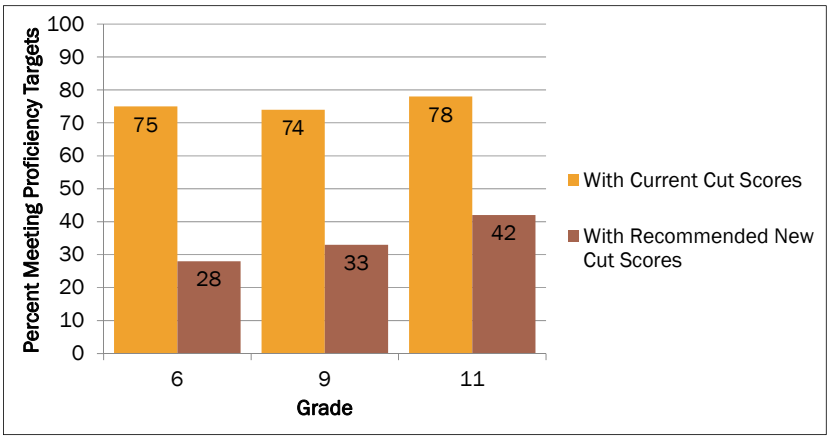

Figure 4. Impact of new cut scores on statewide percents proficient in social studies.

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 11th 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 11th 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

$$P(success) = \frac{1}{1 + e^{(-\beta_0 - \beta_1 x)}}$$

where

success	is defined as a B or better in college, as proficiency on the MME, or as proficiency on the MEAP;
$P(success)$	is the probability of success;
e	is the base of the natural logarithm;
β_0	is the intercept of the logistic regression;
β_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		
Content Area	**Grade**	**Links created**
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*.

	Grade										
Cohort	**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*.

	Grade										
Cohort	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	-	-	-	-	-	-	-	-	-

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 $^1/_3$, $^1/_2$, and $^2/_3$ 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[1]. 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[2]. 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

[1] 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.
[2] 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 8th grade content standards and 8th 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 12th 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 12th 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 12th 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[1]
    - 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)[2]

Content Areas to be included (if available)

- Reading[3]
- Mathematics

[1] The maximum number of years available (up to four) will be used for each assessment program.
[2] To account for graduation rate in the top to bottom ranking.
[3] 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[4]

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

[4] 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[5] for each student based on their scale score, calculated as $z_i = \frac{[SS_i - \bar{SS}]}{\hat{\sigma}_{SS}}$, where SS_i indicates the scale score for student *i*; $\bar{SS}$ indicates the mean of scale scores across all students for the test, grade, content area, and year; and $\hat{\sigma}_{SS}$ 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* ($\bar{z}_{j/3}$ and $\bar{z}_{j/2}$, 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 ($N_{t,j/3}$ and $N_{t,j/2}$ for the most recent and previous year, respectively)
   c. Calculated a weighted within-school average (mean) z-score over the most recent two years as $\bar{z}_{j} = \frac{[(N_{t,j/3}\bar{z}_{j/3}) + (N_{t,j/2}\bar{z}_{j/2})]}{[(N_{t,j/3} + N_{t,j/2})]}$.
   d. Calculate the achievement index for school *j* as $ach_j = \frac{\bar{z}_j - \bar{z}}{\hat{\sigma}_z}$, where $\bar{z}$ indicates the statewide mean of $\bar{z}_j$ across all comparable schools[6], $\hat{\sigma}_z$ indicates the statewide standard deviation of $\bar{z}_j$ 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.

[5] 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%."

[6] 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_{sn}	D_{sn}	M_{sn}	I_{sn}	SI_{sn}	SD_{sn}	D_{sn}	M_{sn}	I_{sn}	SI_{sn}
Yes	SD_{sy}	D_{sy}	M_{sy}	I_{sy}	SI_{sy}	SD_{sy}	D_{sy}	M_{sy}	I_{sy}	SI_{sy}

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:

$$N_{PLCS} = SD_{sn} + SD_{sy} + D_{sn} + D_{sy} + M_{sn} + M_{sy} + I_{sn} + I_{sy} + SI_{sn} + SI_{sy}$$

, and

$$N_{PLCS} = SD_{sn} + SD_{sy} + D_{sn} + D_{sy} + M_{sn} + M_{sy} + I_{sn} + I_{sy} + SI_{sn} + SI_{sy}$$

,

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[7]

[7] 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 $imp_j = \frac{PLC_j - \bar{\beta}_{PLC}}{\hat{\sigma}_{PLC}}$, where $\bar{\beta}_{PLC}$ indicates the statewide mean of PLC_j across all comparable schools, $\hat{\sigma}_{PLC}$ 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):

   a. Obtain the school-mean z-score for a total of four years, including the present year and previous year ($\hat{\beta}_{z/3}$ and $\hat{\beta}_{z/2}$, respectively), as well as the years two years and three years ago ($\hat{\beta}_{z/1}$ and $\hat{\beta}_{z/0}$, respectively).

   b. 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 $N_{c/0}$)

   c. Calculate the slope (β_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.

      A. Special situations[8]

         A. 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

         B. Where there are only three years of data available for a given content area, calculate β_j as the three year simple regression of school mean z-scores on year.

         C. When there are only two years of data available, β_j for that content area will be as the simple gain in school mean z-scores over the past two years, or $\beta_{1,j} = \hat{\beta}_{z/3} - \hat{\beta}_{z/2}$.

         D. When there is only one year of data available, use the rate itself as the whole index

         E. 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.

         F. If a school does not have a grade 4 or higher, automatically use the improvement slop

[8] 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 $imp_j = \frac{\beta_j - \hat{\beta}_\beta}{\hat{\sigma}_\beta}$ where $\hat{\beta}_\beta$ is the statewide mean improvement slope across all comparable schools (elementary/middle or high school), $\hat{\sigma}_\beta$ 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[9] 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

      Gapj = (z_j – u-hat)/(sigma-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 $Y_j = (2ach_j + imp_j + gap_j)/4$, 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 $Y_j = (2ach_j + imp_j)/3$.

9 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%[10], 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*.

10 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

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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

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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

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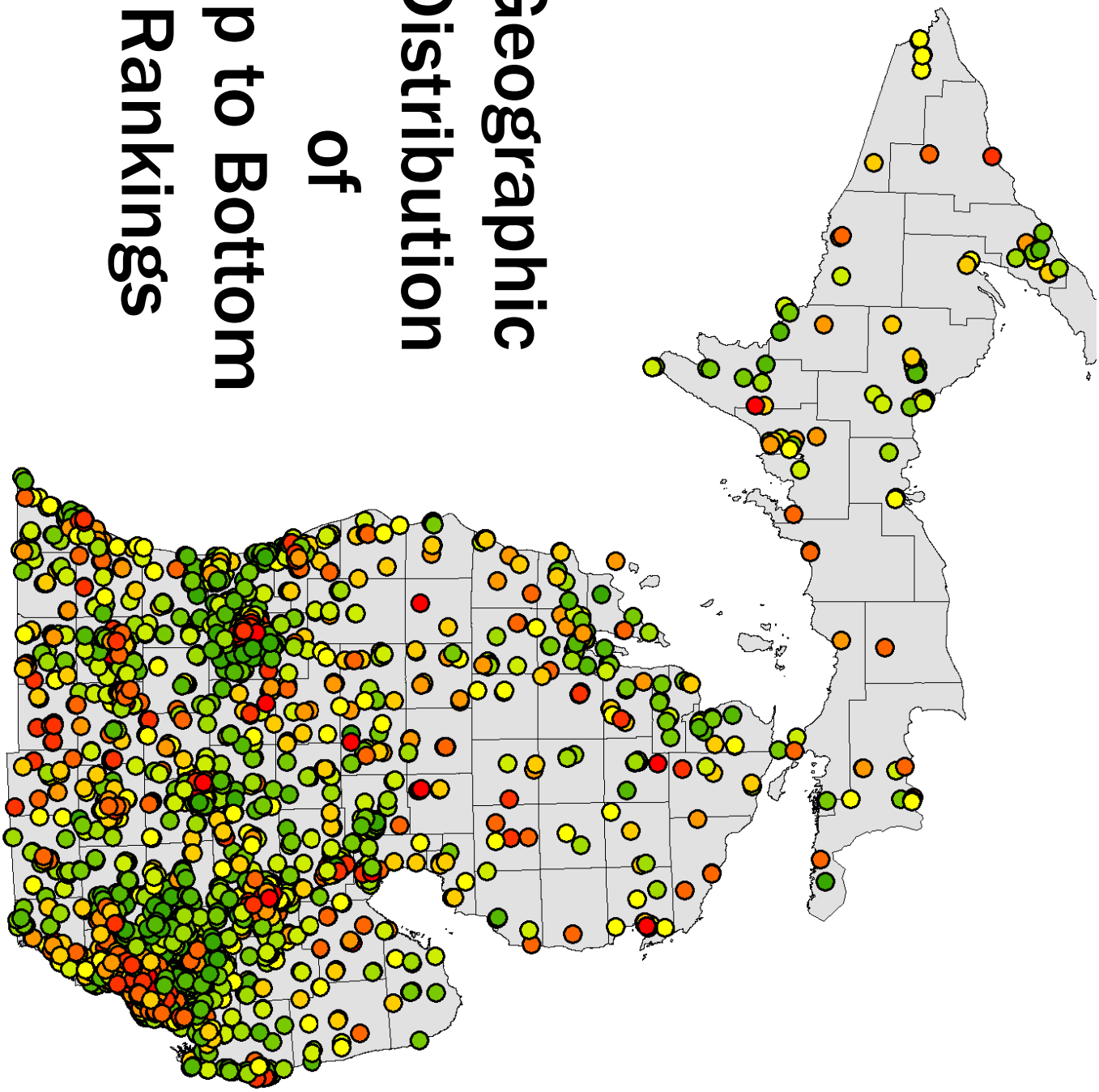
Geographic Distribution of Top to Bottom Rankings



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.

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Z-SCORE "CHEAT SHEET"

Student z-score =

$$\frac{\text{(Student Scale Score) – (Statewide average of scale scores)}}{\text{Standard Deviation of Scale Score}}$$

$$z_i = \frac{[SS_i - \hat{\mu}_{SS}]}{\hat{\sigma}_{SS}}$$

School z-score=

$$\frac{\text{(School Value) – (Statewide average of that value)}}{\text{Standard deviation of that value}}$$

$$\hat{\mu}_{zj} = \frac{[(N_{tj3}\hat{\mu}_{zj3}) + (N_{tj2}\hat{\mu}_{zj2})]}{[(N_{tj3} + N_{tj2})]}$$

Z Score Summary PowerPoint and Business Rules-

http://www.michigan.gov/mde/0,4615,7-140-37818_56562---,00.html

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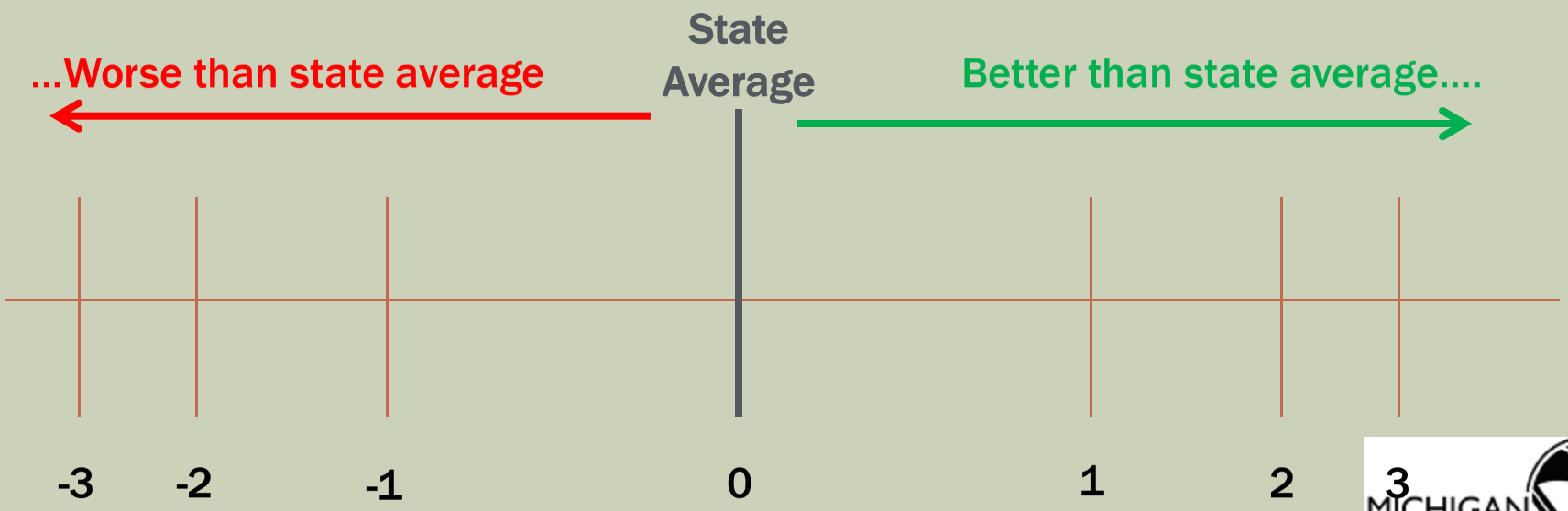
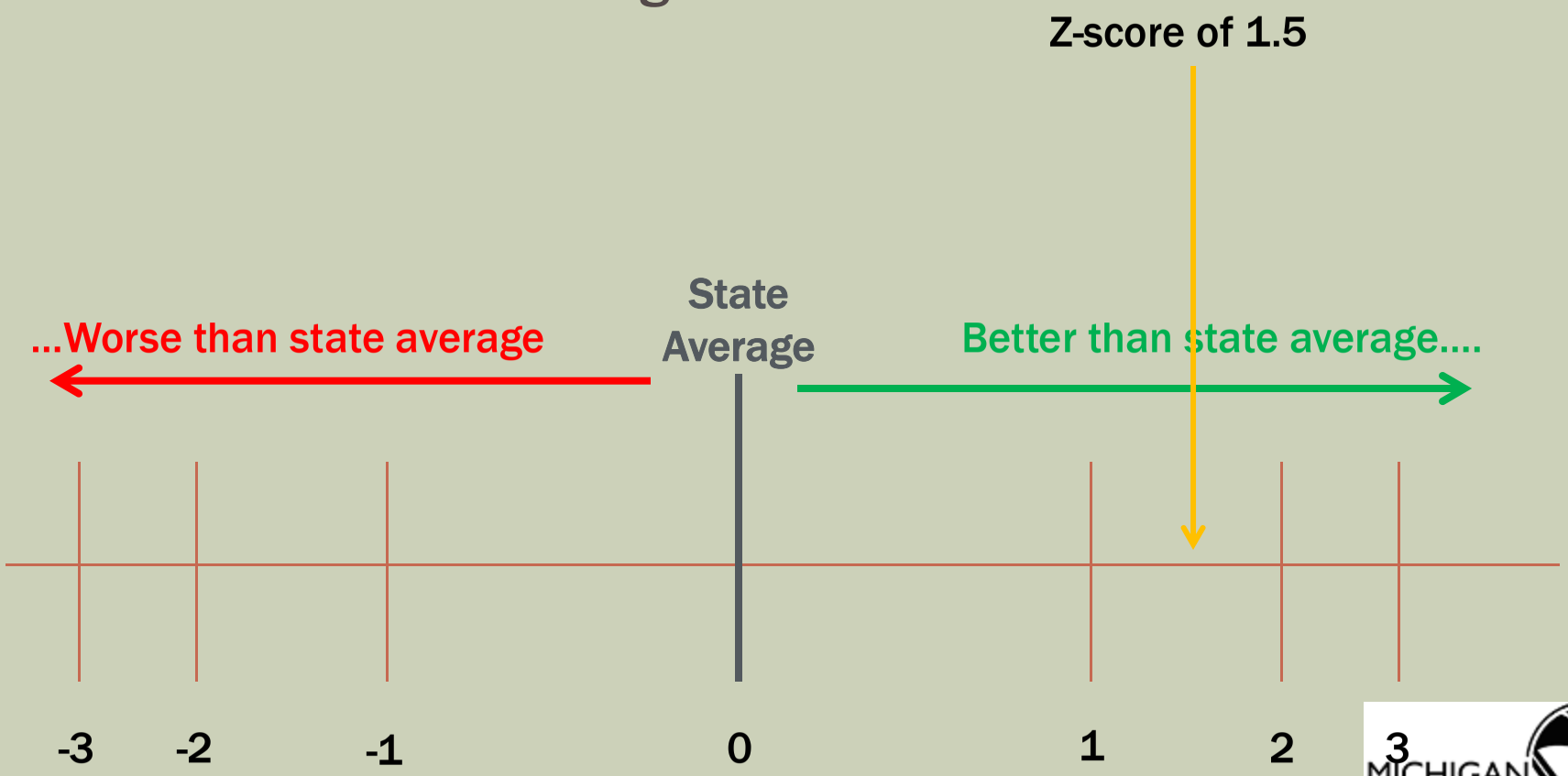
Z-SCORE "CHEAT SHEET"

- 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



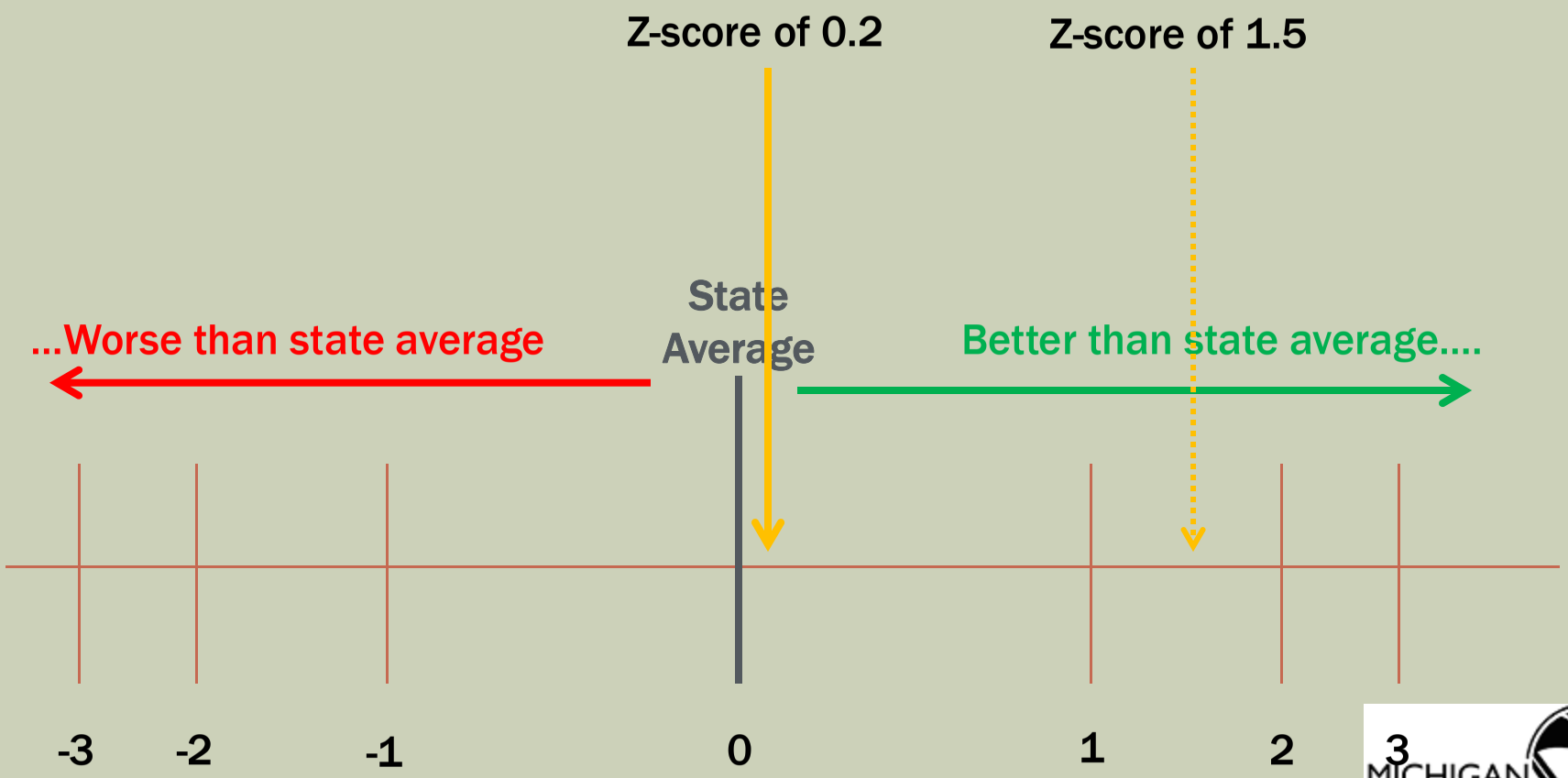
Z-SCORE EXAMPLES

- Your school has a z-score of 1.5. You are better than the state average.



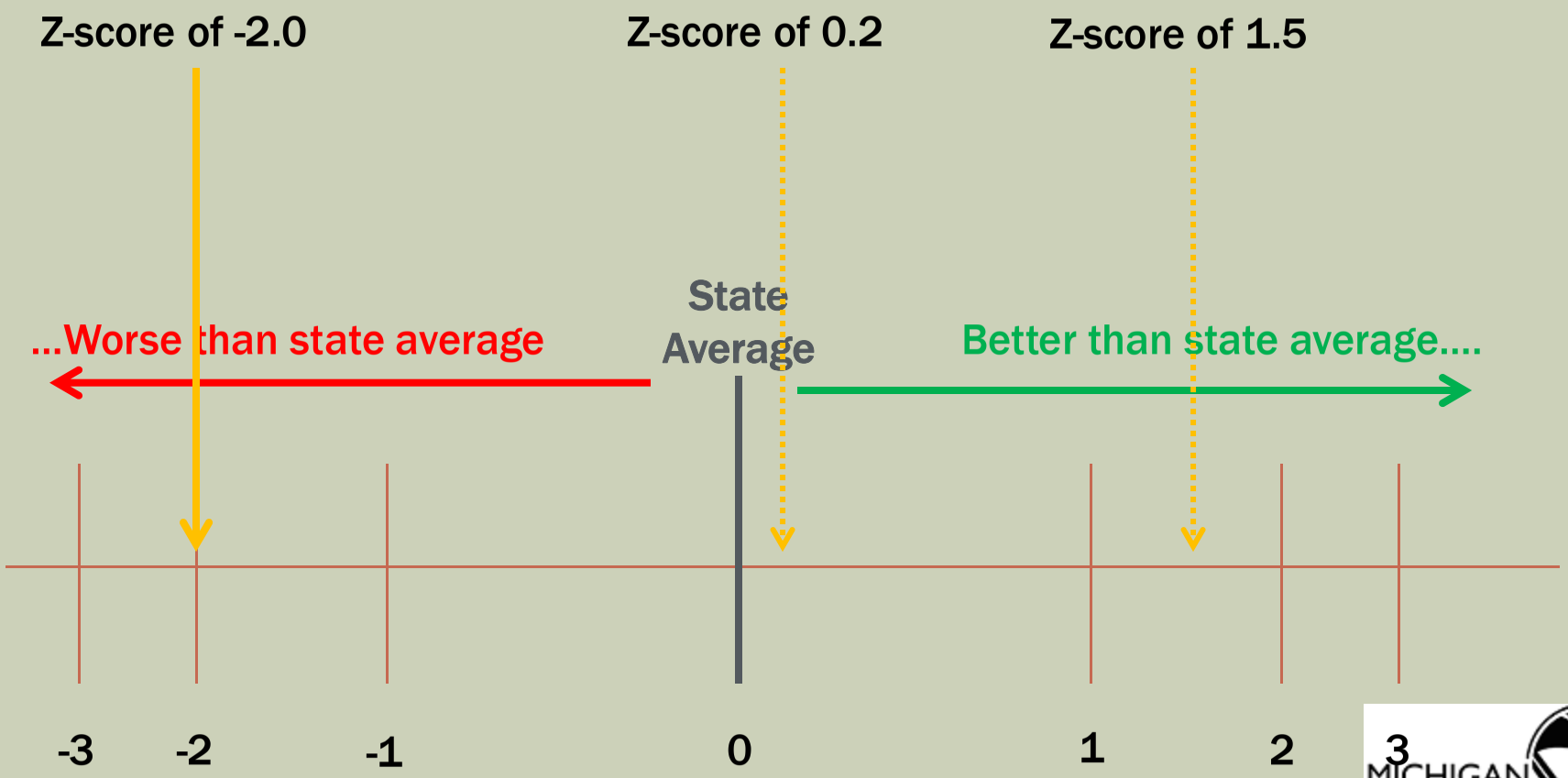
Z-SCORE EXAMPLES

- Your school has a z-score of .2. You are better than the state average, but not by a lot.



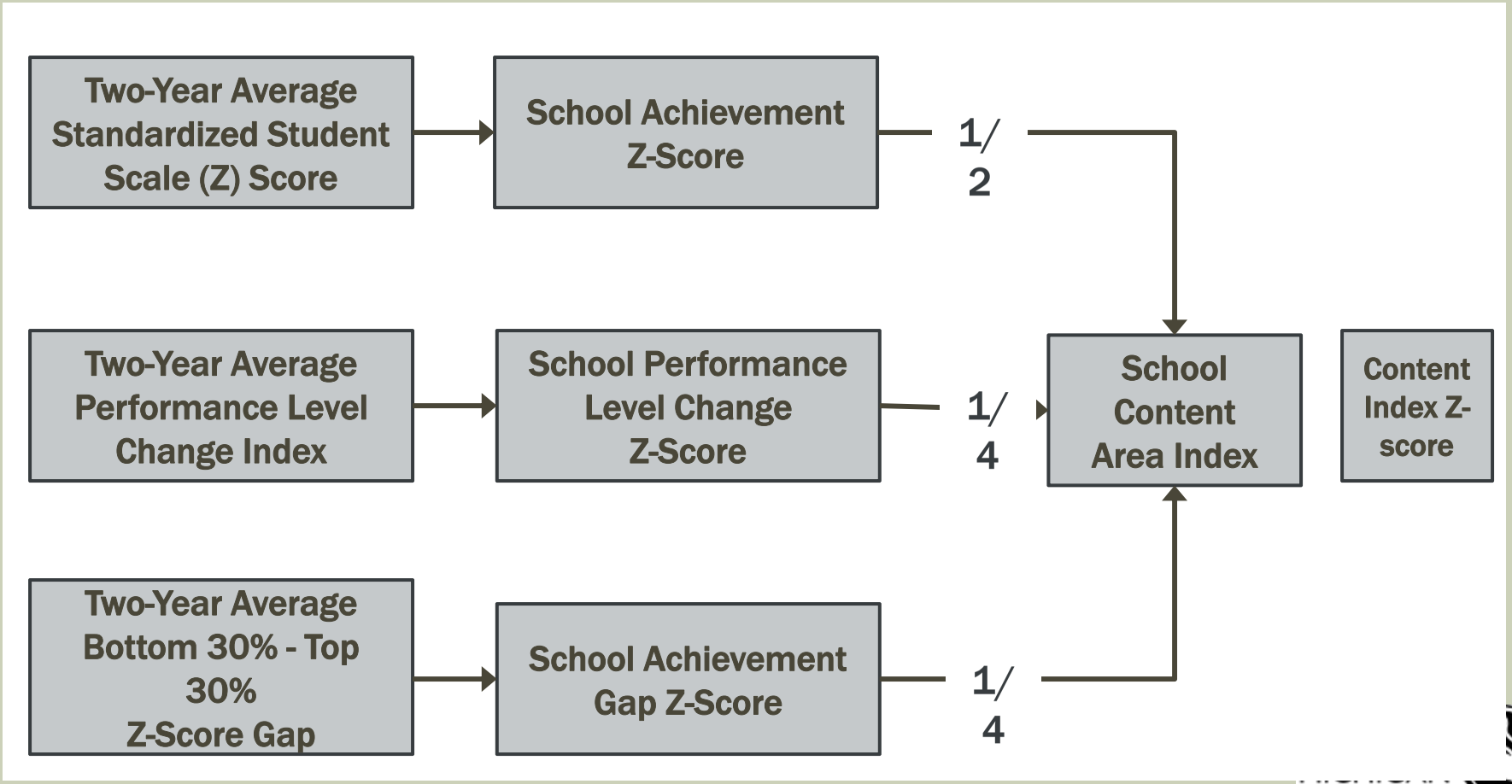
Z-SCORE EXAMPLES

- 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



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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

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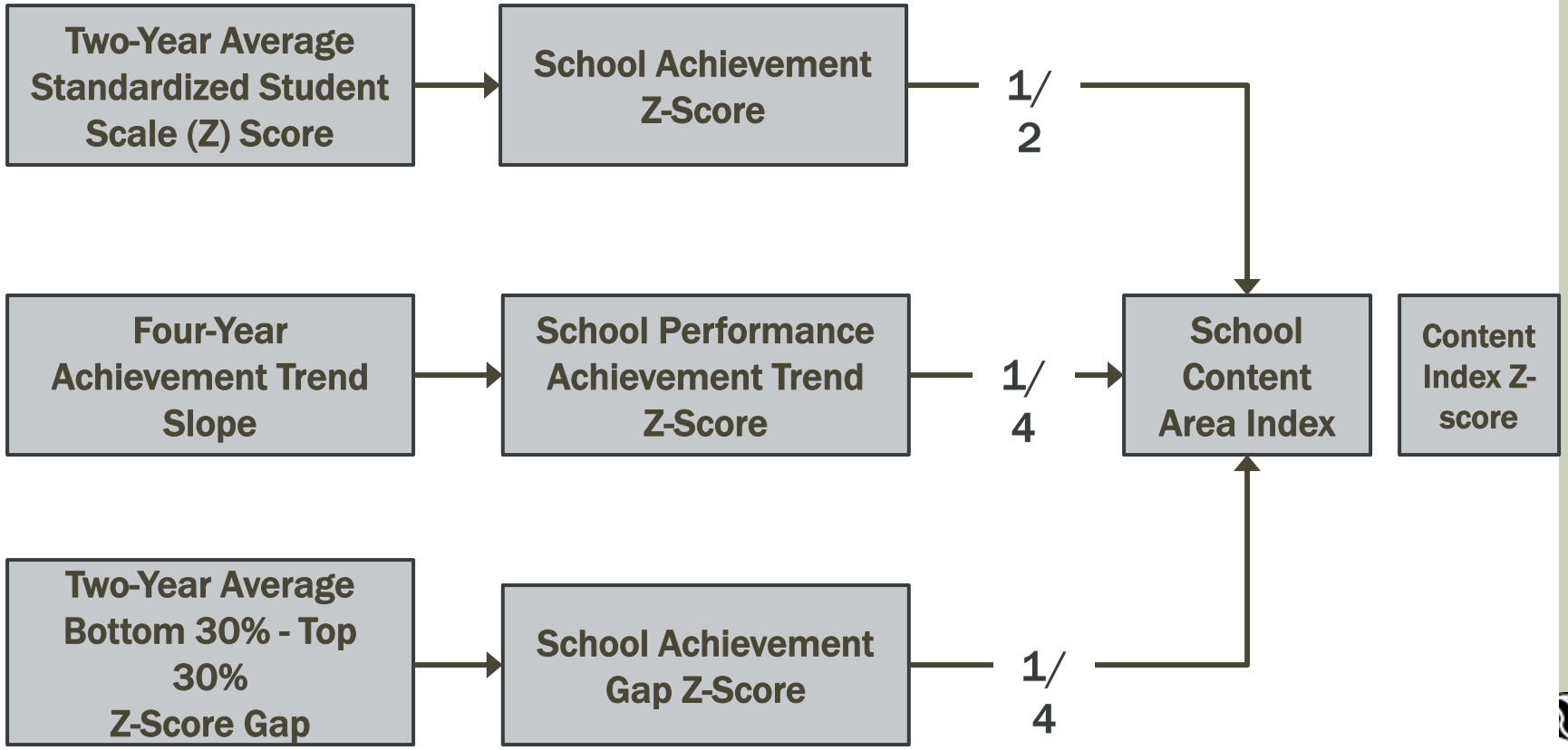
HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- For science, social studies, writing, and grade 11 all tested subjects



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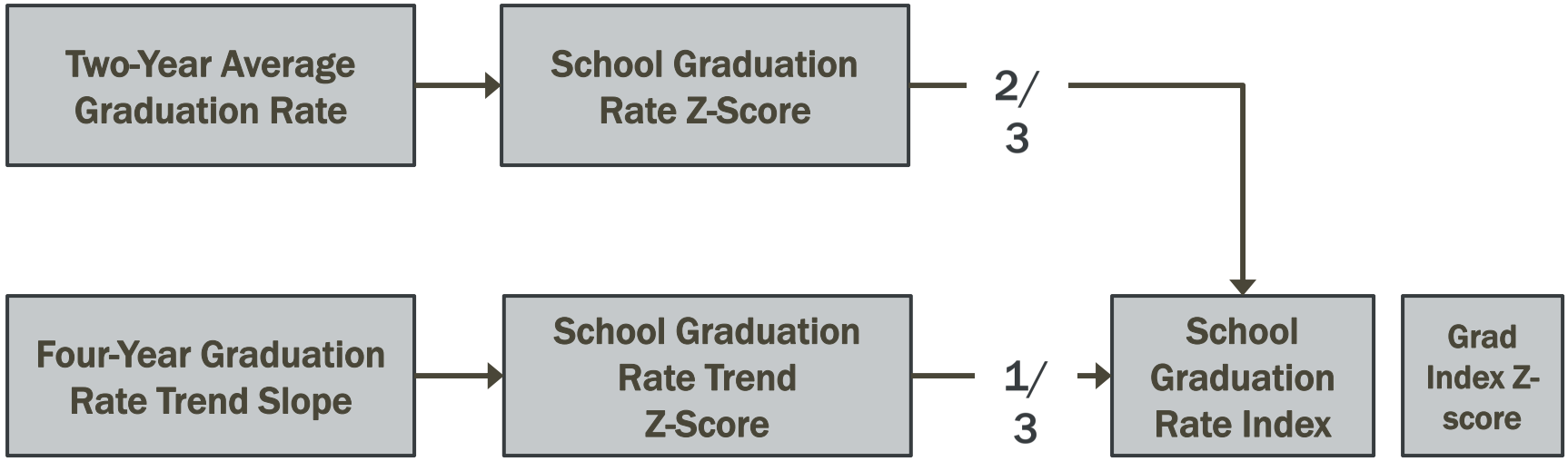
HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- For graduation rate



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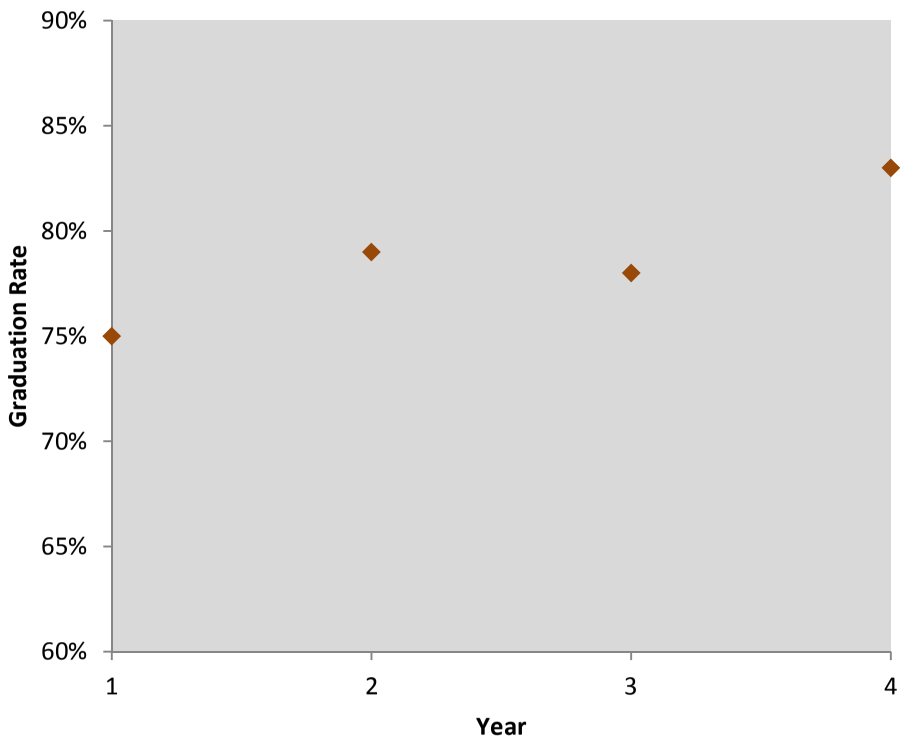
HOW IS THE TOP TO BOTTOM RANKING CALCULATED

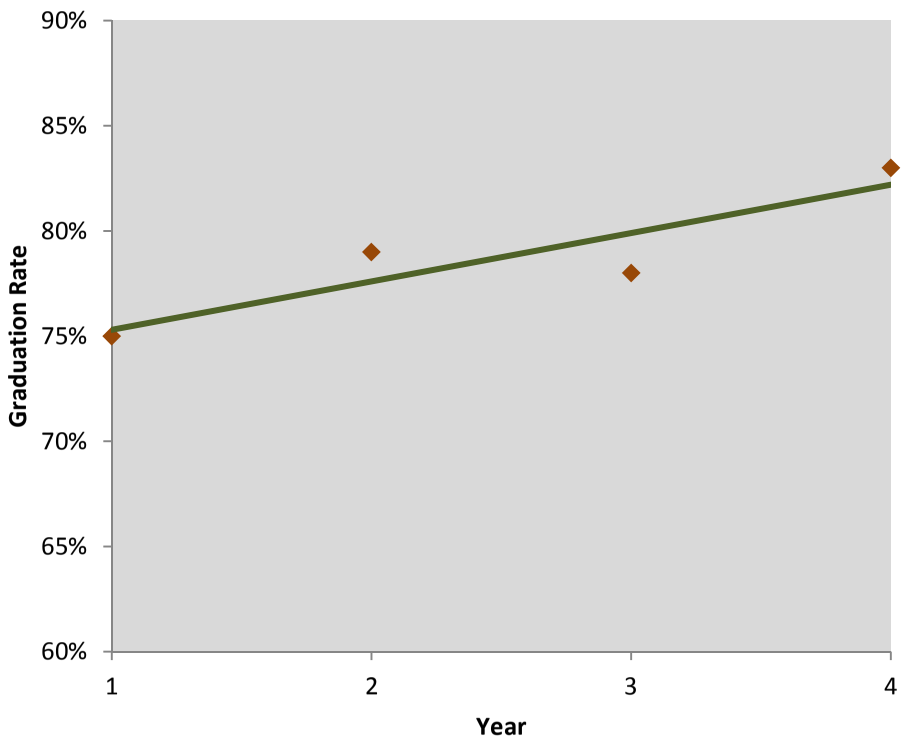
- Calculating a four-year slope (e.g., graduation rate)



- 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

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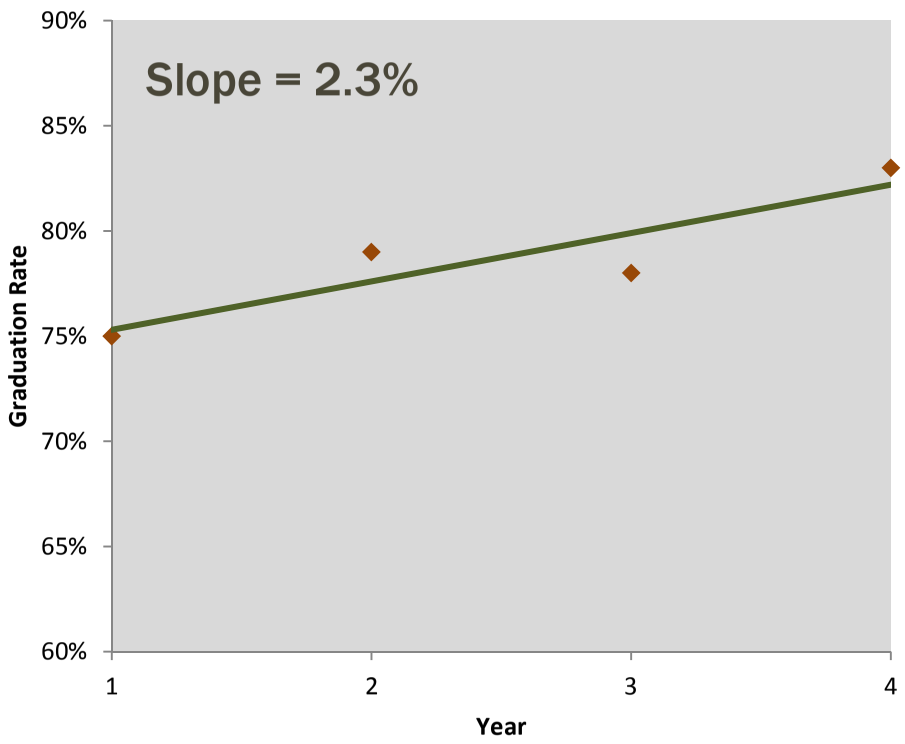
HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- 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)

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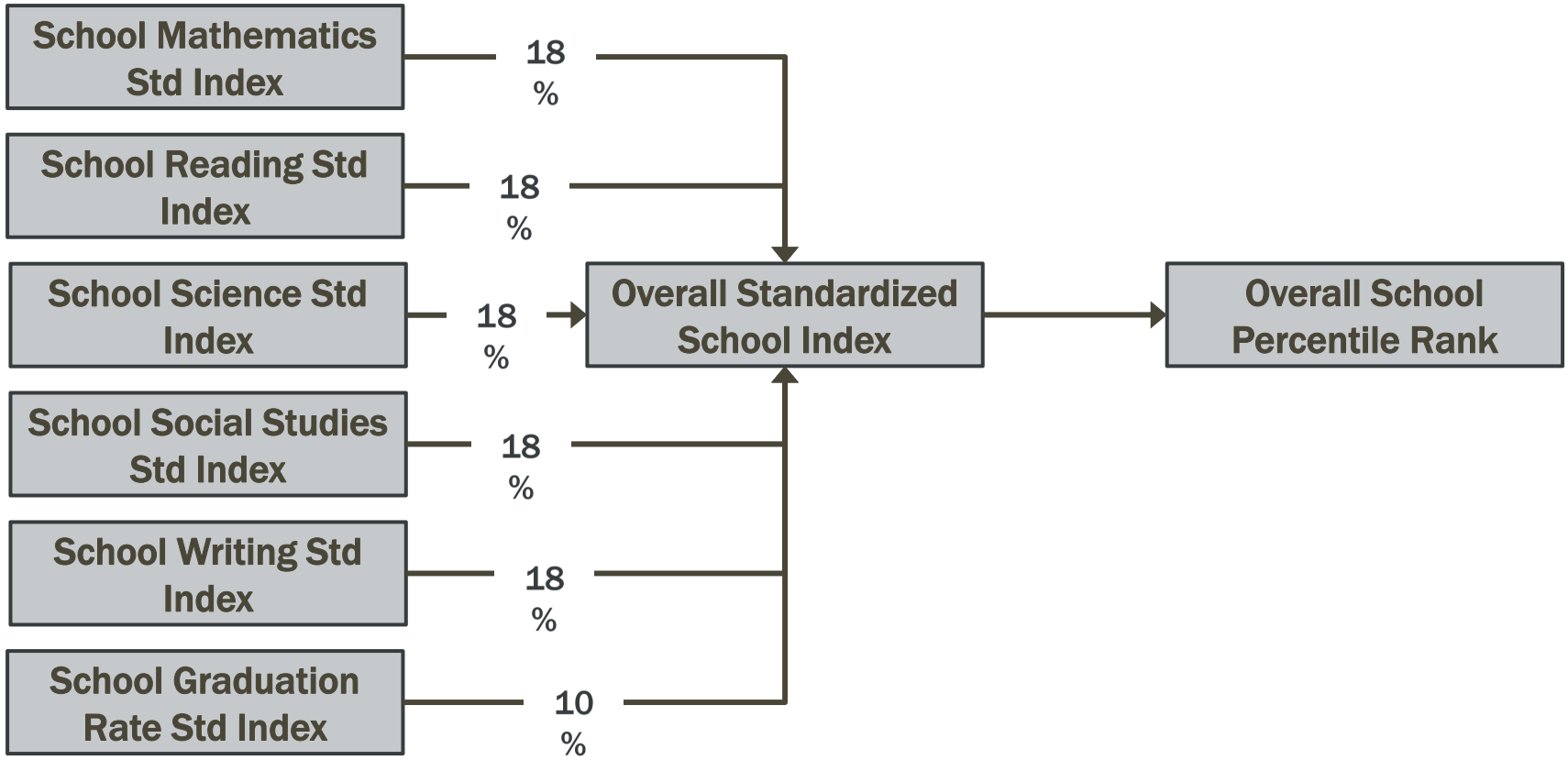
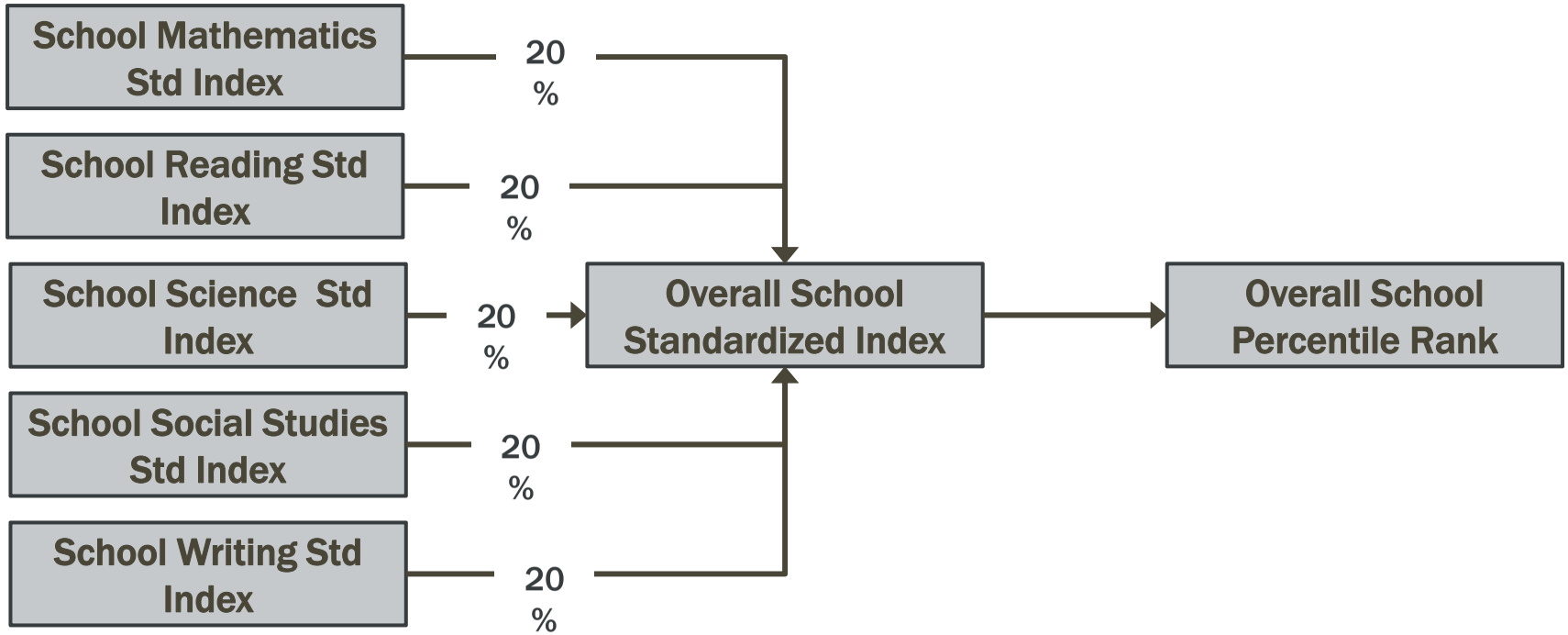
HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- 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



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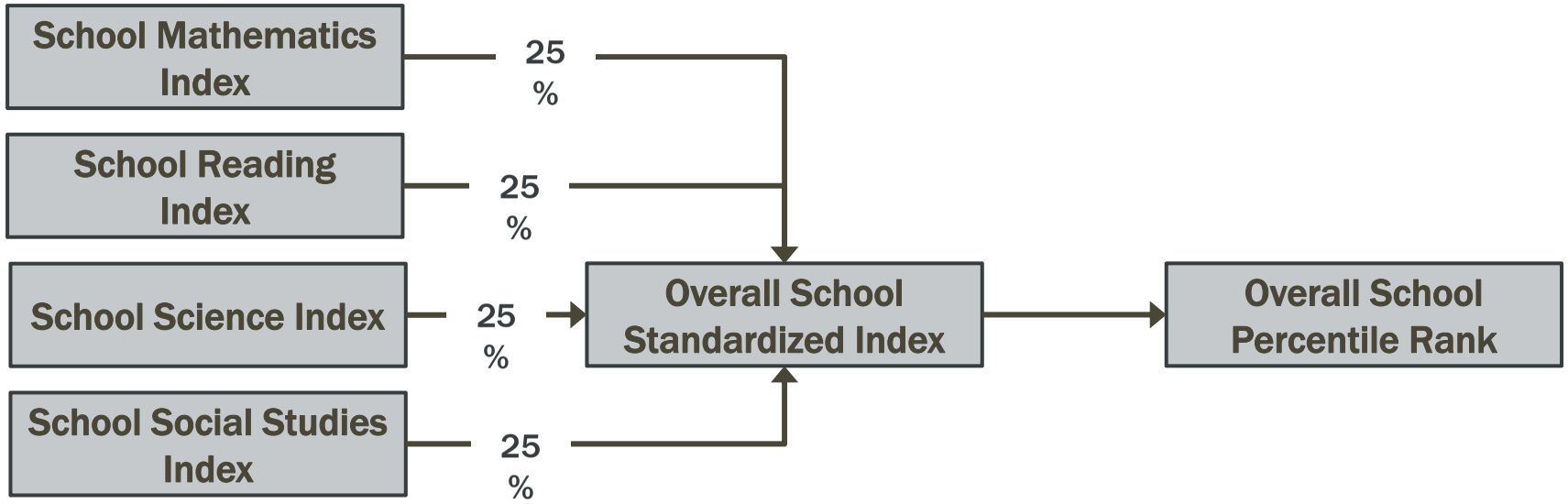
HOW IS THE TOP TO BOTTOM RANKING CALCULATED

- Calculating an overall ranking for a school without a graduation rate and without a writing score



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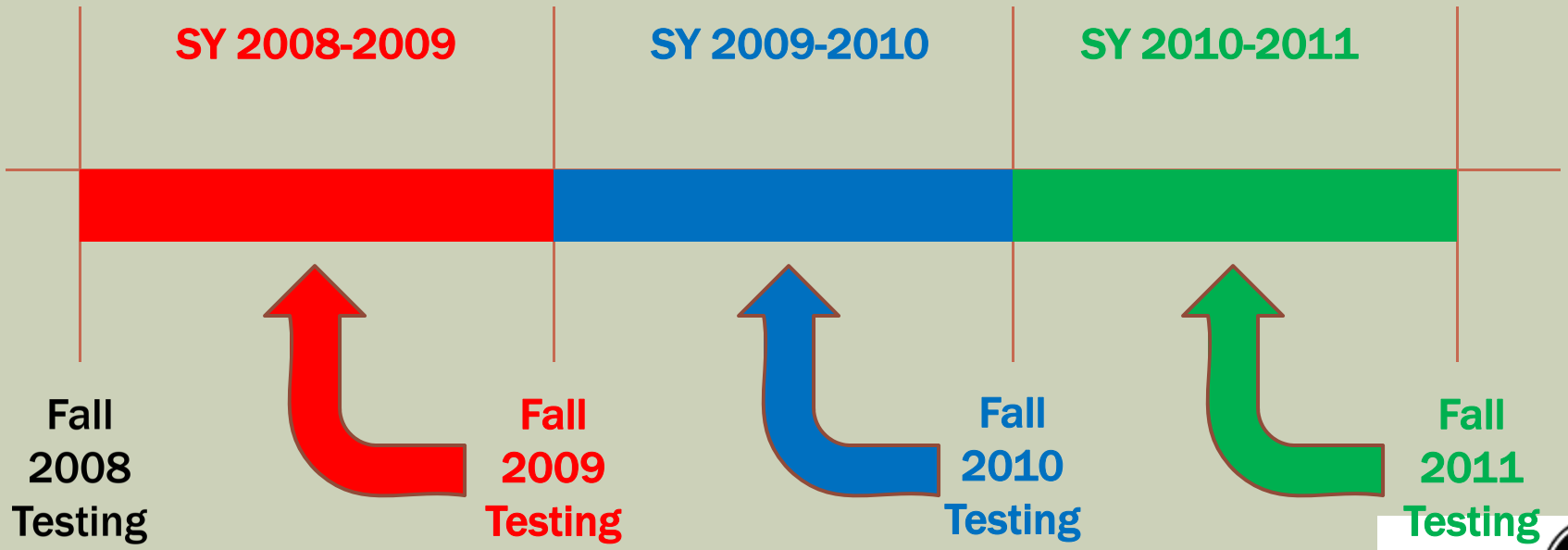
WHICH YEARS OF DATA ARE IN THE RANKING?

FOR ELEMENTARY AND MIDDLE SCHOOLS

- Michigan tests in the fall.
- These fall tests reflect the learning of students in the *previous* school year.



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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.

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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.

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WHEN IS PERFORMANCE IN 2010-2011 MEASURED?

- For elementary/middle schools:
  - Fall 2010 MEAP & MI-Access
- For high schools
  - Spring 2011 MME & MI-Access

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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

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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.

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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

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BOTTOM 30% SUBGROUP IN FOCUS SCHOOLS
DATA APPENDIX

Michigan's addition of the bottom 30% subgroup has added a new layer and dimension to accountability and helps schools focus on their within-school *achievement* gaps. It is the size of this within-school gap between the top 30% subgroup and the bottom 30% subgroup that identifies schools as Focus schools within Michigan, meaning that the schools with the largest within school gaps are identified as focus schools. This addendum provides an analysis of the demographic characteristics of the bottom 30% subgroup in Focus schools.

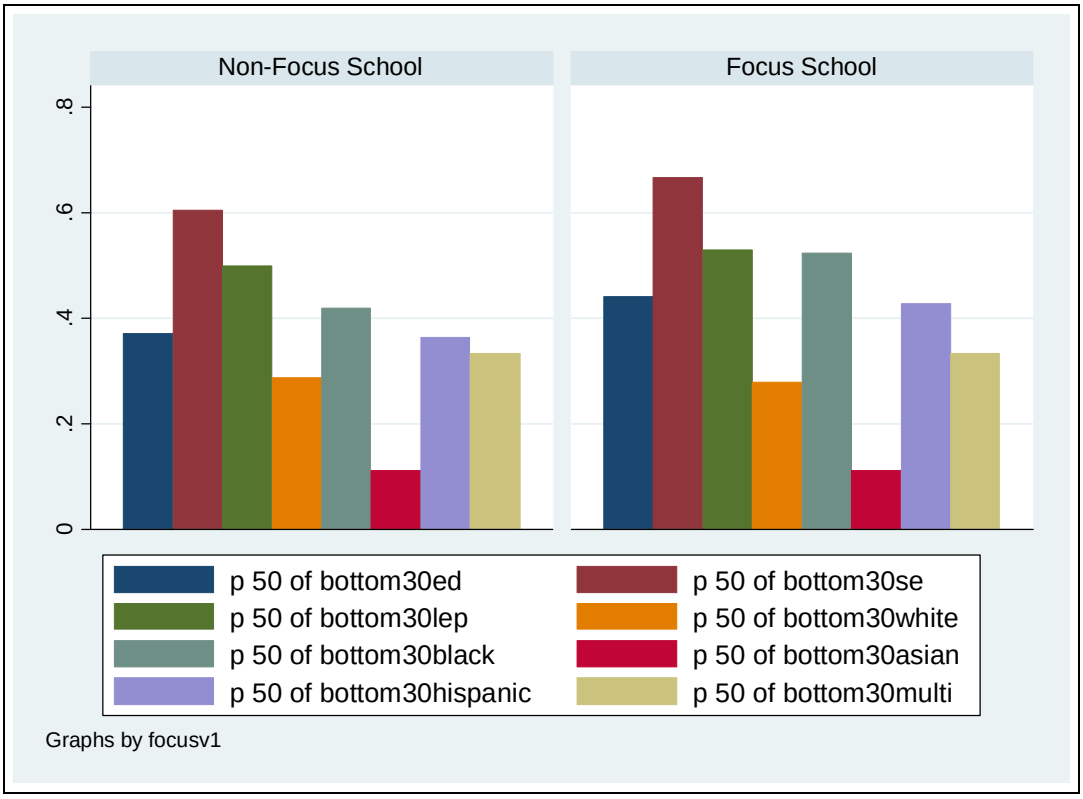
To produce Figure 1, we calculated for each school the proportion of the bottom 30% subgroup that was marked as being in each traditional demographic subgroup (for example, the proportion of the bottom 30% subgroup that was also economically disadvantaged). We then sorted schools by whether they were or were not flagged as focus schools. Then, for each group of schools (non-focus, focus), we calculated the median proportion of the bottom 30% subgroup that was also marked as being in one of the traditional subgroups.

In Figure 1, the left panel represents non-focus schools and the right panel represents focus schools. The bars then represent the typical proportion of the bottom 30% subgroup in each type of school that are also flagged as being in one of the traditional demographic subgroups. For example, the dark blue bars indicate that in non-focus schools, the bottom 30% subgroup is typically also approximately 38% economically disadvantaged; but that in focus schools the bottom 30% subgroup is also typically approximately 43% economically disadvantaged.

Figure 1 demonstrates two main points:

1. The bottom 30% subgroup in Focus schools contains all of the standard ESEA subgroups.
2. Focus schools have a higher representation of students with disabilities (labeled "se" in the above graphic), limited English proficient (LEP) students, and black and Hispanic students in their bottom 30% subgroup than non-focus schools.

Figure 1: Composition of Bottom 30% Subgroup in Non-Focus and Focus Schools

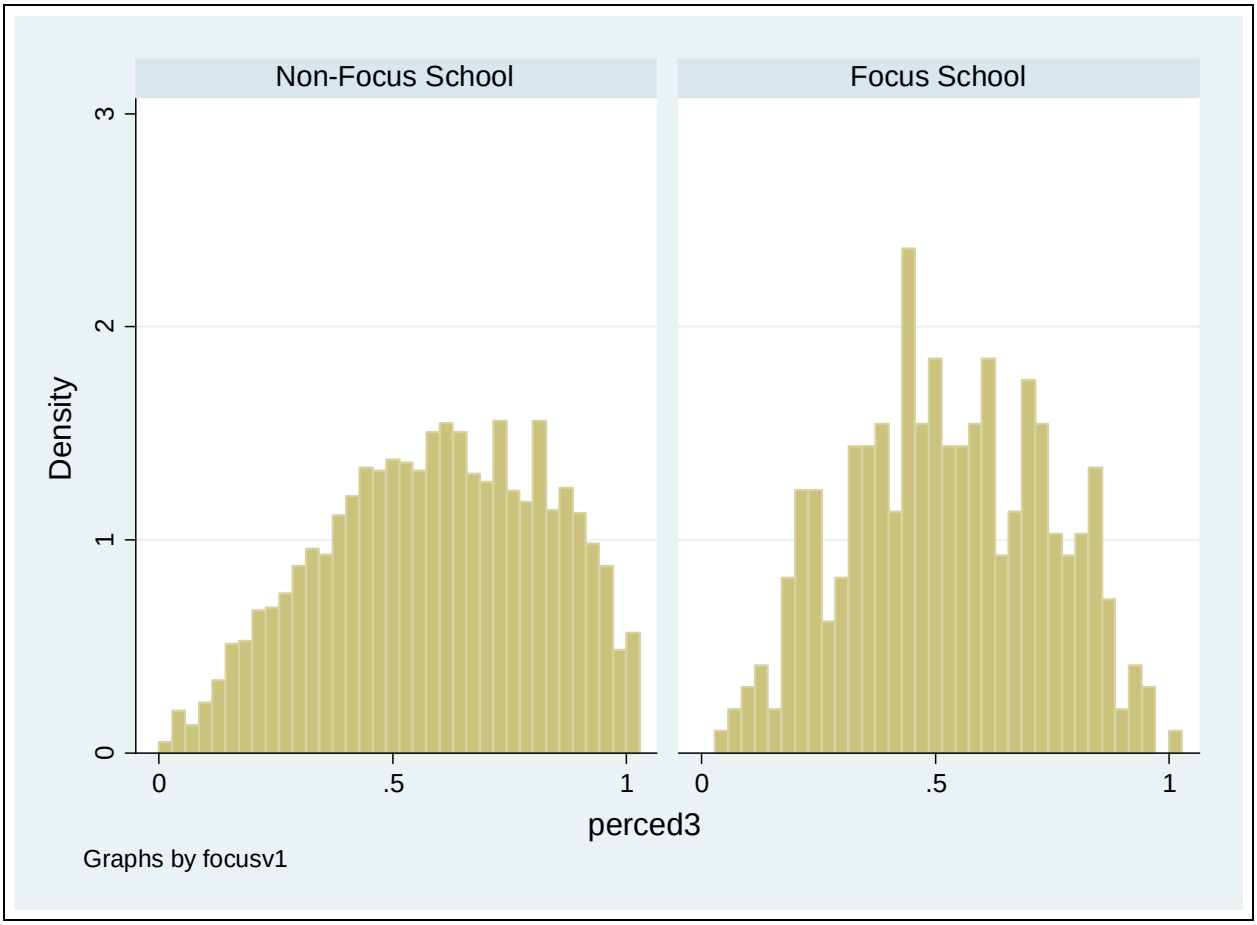


Economically Disadvantaged in Focus Schools

Figure 2 shows the distribution of the bottom 30% subgroup that is also economically disadvantaged in Focus schools and non-Focus schools. The left panel of Figure 2 represents non-focus schools and the right panel represents focus schools, with the x axis of each panel representing the proportion of students in each school that are economically disadvantaged and the y axis representing the number of schools with each degree of economic disadvantage.

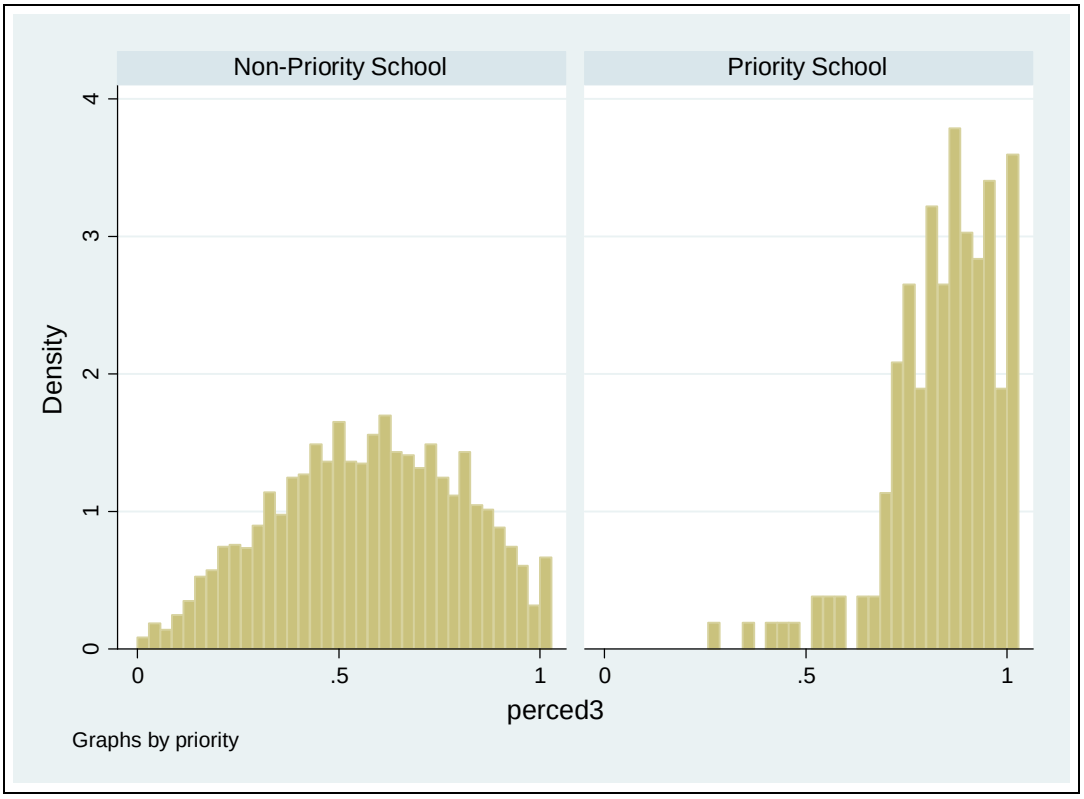
It can be seen that the bottom 30% subgroup in Focus schools includes schools with both high and low levels of economic disadvantage. While the percentages of economically disadvantaged students in the bottom 30% subgroup in Focus schools tends to be higher than in non-focus schools, it is not strikingly so, and economic disadvantage is not the defining characteristic of the bottom 30% subgroup. This was important for us to understand if the bottom 30% subgroup was simply serving as a proxy for another demographic characteristic. It does not appear to be functioning in that way.

Figure 2: Composition of the Bottom 30% Subgroup in Focus and Non-Focus Schools



One reason for the somewhat lower representation of schools with a high proportion of economically disadvantaged students in the bottom 30% subgroup in the Focus category is that many of these schools are already priority schools. Figure 3 (the same as Figure 2, but with the left and right panels representing non-priority and priority schools) demonstrates that the bottom 30% subgroup in Priority schools is predominately economically disadvantaged; this is also due to the fact that Priority schools, as a whole, are highly economically disadvantaged, regardless of bottom 30% subgroup status.

Figure 3: Composition of the Bottom 30% Subgroup in Priority and Non-Priority Schools



Racial/Ethnic Categories

Returning to Figure 1, it is clear that the bottom 30% subgroup in Focus schools consists of all of the ESEA-required demographic subgroups, including the six racial/ethnic categories. To dig a bit deeper, we now analyze the composition of the bottom 30% subgroup in Focus schools in terms of the percent of students who are black/African American. The questions are twofold: 1) to what degree does the bottom 30% subgroup in Focus schools include black/African American students as compared to non-focus schools, and 2) does the bottom 30% subgroup ONLY include black/African American students? Figure 4 below shows the composition.

Figure 4: Composition of Black/African-American Students in the Bottom 30% Subgroup in Focus and non-Focus Schools

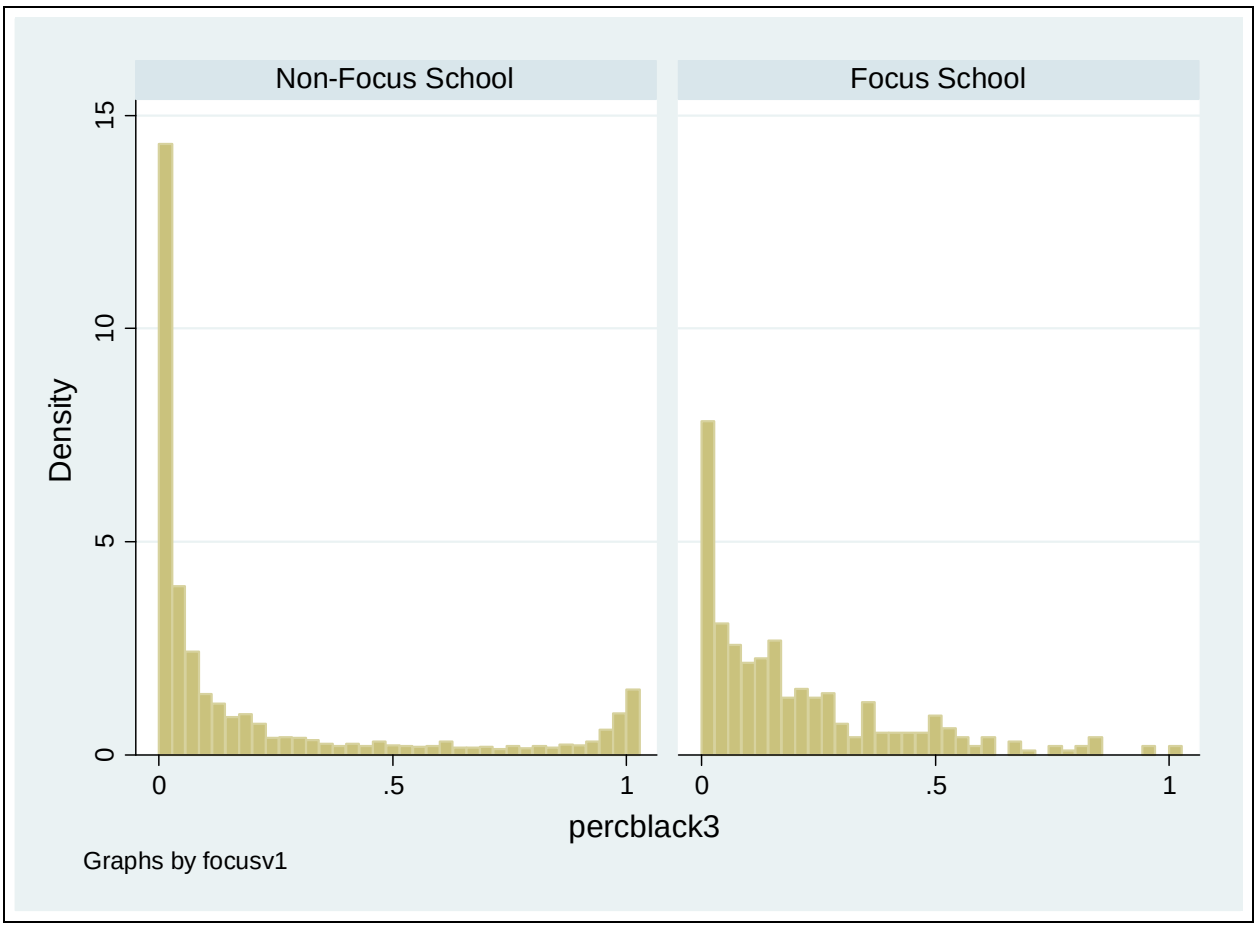
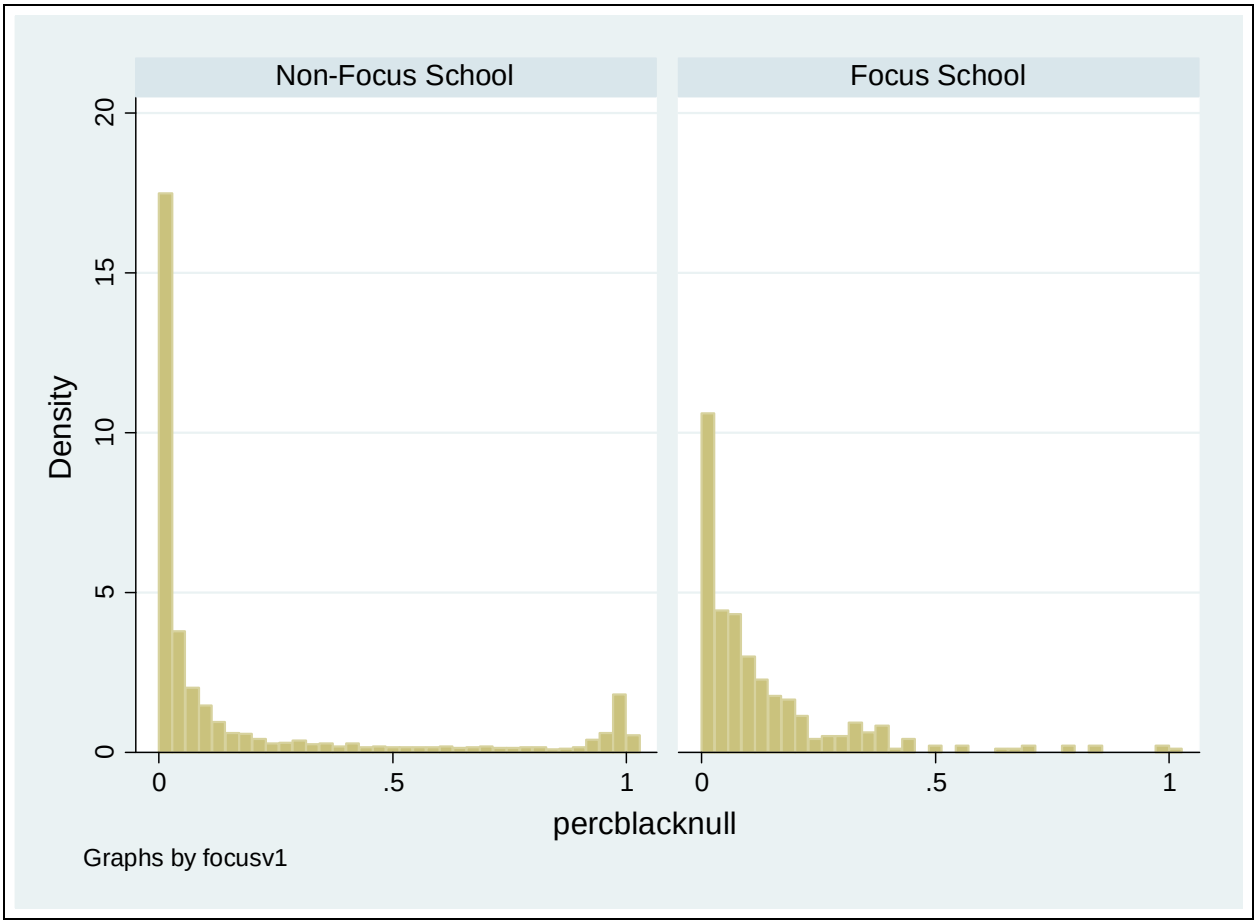


Figure 4 shows that the distribution of the percentage of the bottom 30% subgroup that is black/African American in Focus schools is different than in non-focus schools. From Figure 4, it can be seen that Focus schools tend to contain a higher proportion of black/African-American students than non-Focus Schools, but there are many non-focus schools with high proportions of black/African American students. Figure 5 shows the proportion of the each entire school (not just the bottom 30% group) that is black/African American. In comparing Figure 5 to Figure 4, it can be seen that the distributions are very similar, demonstrating that black students are not over-represented in the bottom 30% subgroup in Focus schools as compared to the composition of the school overall. In other words, Focus schools tend to have a more diverse composition in terms of black/African-American students, and these students are relatively evenly distributed across the school and the bottom 30% subgroup.

Figure 5: Whole-School Composition of Black/African-American Students in Focus and non-Focus schools.



Students with Disabilities in the Bottom 30% Subgroup in Focus Schools

Figure 6 shows the distribution of students with disabilities in each of the subgroups (top 30% in dark blue, middle 40% in red, bottom 30% in green, and whole school in orange) in Focus and non-Focus schools. The bottom 30% subgroup includes students with disabilities at a higher rate than the other two subgroups across both types of schools as might be expected. However, the composition of the bottom 30% in Focus schools is similar to that in non-Focus schools in terms of students with disabilities.

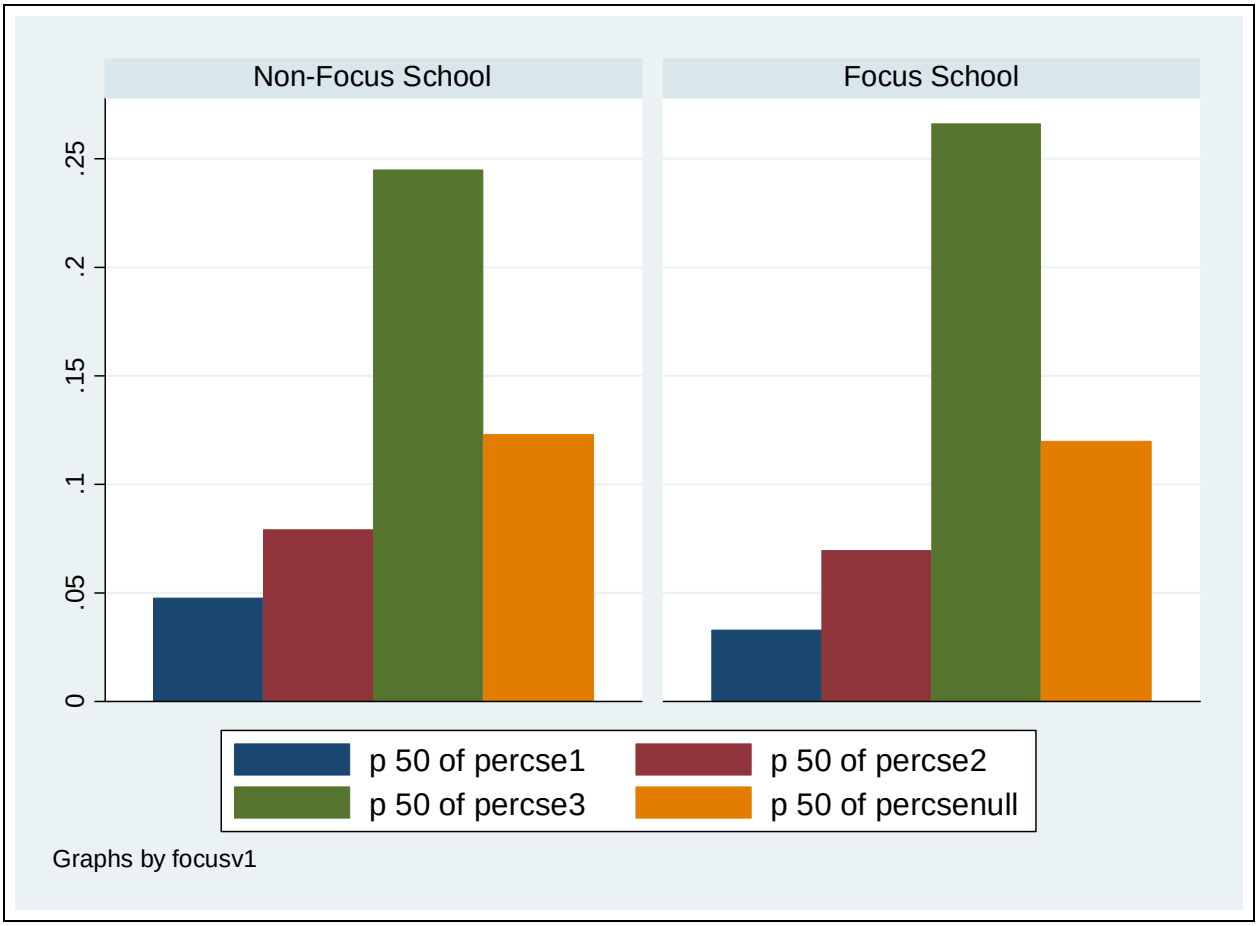



Figure 6: Distribution of Students with Disabilities in Focus and non-Focus Schools.